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ABSTRACT

Hearings on one of the major veterans' programs, i.e., education and training for war veterans and certain of their dependents, are listed, and agency reports on these bills are given. In addition, a list of colleges, together with their location, undergraduate enrollment, 1971-72 fixed costs, and comments are provided. An Information Bulletin from the V.A. relating to veterans' benefits under current educational programs, 18 appendix tables, a comparison of independent colleges and universities, statements of staff members of the Veterans Administration, Programs of Opportunity Fairs for Veterans in various cities, and copies of correspondence from various interested groups to Congressmen are presented. (DB)

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EDUCATIO PROGRAMS
A .A.

HEARINGS

BEFORE THE

SUBCOMMITTEE ON EDUCATION AND TRAINING

OF THE

COMMITTEE ON VETERANS' AFFAIRS
HOUSE OF REPRESENTATIVES

NINETY-SECOND CONGRESS

FIRST SESSION

ON

BILLS RELATED TO EDUCATION AND TRAINING PROGRAMS
FOR VETERANS AND FOR CERTAIN OF THEIR DEPENDENTS

NOVEMBER 30; DECEMBER 1, 8, AND 9, 1971

Printed for the use of the Committee on Veterans' Affairs

Pages of all hearings are numbered cumulatively to permit a comprehensive index at the end of the Congress. Page numbers lower than those in this hearing refer to other legislation.

VT016 097

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EDUCATION AND TRAINING PROGRAMS FOR VETERANS AND CERTAIN OF THEIR DEPENDENTS

TUESDAY, NOVEMBER 30, 1971

House of Representatives,
Subcommittee on Education and Training
of the Committee on Veterans' Affairs,
Washington, D.C.

The subcommittee met at 10 a.m., pursuant to call, in room 334, Cannon House Office Building, Hon. Henry Helstoski (chairman) presiding.

Mr. Helstoski. The subcommittee will come to order.

The Subcommittee on Education and Training is meeting this morning to begin hearings on one of the major veterans' programs; namely, education and training for war veterans and certain of their dependents, which Congress has extended through the years in various forms since 1944.

There are pending on the agenda over 50 bills proposing increases in the educational allowances and otherwise seeking to strengthen and improve the several educational programs.

Without objection, a list of the bills under consideration will be inserted at this point in the record, along with agency reports thereon. In cases where the agency has not yet submitted a formal report, the record will be held open to receive such reports as they become available.

(The data referred to follow:)

Bills for Consideration by Subcommittee on Education and Training, by Number

H.R. 232—Hon. Spark M. Matsunaga
H.R. 298—Hon. John M. Murphy
H.R. 413—Hon. John R. Rarick
H.R. 1628—Hon. William F. Ryan
H.R. 2505—Hon. John E. Moss
H.R. 2523—Hon. Ogden Reid
H.R. 3262—Hon. James C. Corman
H.R. 3349—Hon. Olin E. Teague
H.R. 3965—Hon. Martha Griffiths
H.R. 4223—Hon. Seymour Halpern
H.R. 4864—Hon. F. Bradford Morse
H.R. 5052—Hon. John P. Saylor
H.R. 5053—Hon. John P. Saylor
H.R. 5188—Hon Glenn R. Davis, for himself and Hon. William H. Seiger
H.R. 5694—Hon. Patsy Mink
H.R. 6042—Hon. Manuel Lujan, Jr.
H.R. 6130—Hon. Richard H. Fulton
H.R. 6148—Hon. Henry Helstoski
H.R. 6904—Hon. C. W. Bill Young (Fla.)
H.R. 7659—Hon. Abner J. Mikva
H.R. 7668—Hon. Olin E. Teague
H.R. 8094—Hon. Orval Hansen
H.R. 8266—Hon. Olin E. Teague
H.R. 8282—Hon. James G. Fulton
H.R. 8604—Hon. John Melcher
H.R. 8662—Hon. Richard Fulton
H.R. 9609—Hon. Seymour Halpern
H.R. 9613—Hon. Seymour Halpern
H.R. 9627—Hon. Marvin Esch
H.R. 9662—Hon. James G. O'Hara
H.R. 9779—Hon. Ella T. Grasso
H.R. 9823—Hon. Henry Helstoski
H.R. 9824—Hon. Henry Helstoski

H.R. 9894—Hon. William D. Ford
H.R. 9968—Hon. Louis Stokes
H.R. 10043—Hon. Marvin L. Esch
H.R. 10044—Hon. Marvin L. Esch
H.R. 10130—Hon. Margaret M. Heckler
H.R. 10166—Hon. Olin E. Teague
H.R. 10168—Hon. Olin E. Teague
H.R. 10169—Hon. Olin E. Teague
H.R. 10224—Hon. Edward J. Patten
H.R. 10391—Hon. Joseph M. McDade
H.R. 10432—Hon. Donald M. Fraser
H.R. 10504—Hon. James W. Symington
H.R. 10543—Hon. Vernon Thomson (Wis.)
H.R. 10565—Hon. Henry Helstoski
H.R. 10603—Hon. Lawrence J. Hogan
H.R. 10605—Hon. Harold T. Johnson (Calif.)
H.R. 10648—Hon. Frank Horton
H.R. 10774—Hon. Joel Broyhill
H.R. 10775—Hon. Joel Broyhill
H.R. 11400—Hon. Hamilton Fish
H.R. 11534—Hon. Olin E. Teague
H.R. 11552—Hon. John G. Dow
H.R. 11571—Hon. Henry Helstoski
H.R. 11720—Hon. Henry Helstoski
H.R. 11954—Hon. Olin E. Teague (for himself, Mr. Teague of California, Mr. Helstoski and Mr. Scott) introduced H.R. 11954 on November 30th at the request of Veterans' Administration.

BILLS FOR CONSIDERATION BY SUBCOMMITTEE ON EDUCATION AND TRAINING, BY AUTHOR

Broyhill, Hon. Joel T	H.R. 10774
	H.R. 10775
Corman, Hon. James C	H.R. 3262
Davis, Hon. Glenn R. and Steiger, Hon. Wm. A	H.R. 5188
Dow, Hon. John G	H.R. 11552
Esch, Hon. Marvin L	H.R. 9627
	H.R. 10043
Fish, Hon. Hamilton	H.R. 11400
	H.R. 10044
Ford, Hon. William D	H.R. 9894
Fraser, Hon. Donald M	H.R. 10432
Fulton, Hon. James G. (Pa)	H.R. 8282
Fulton, Hon. Richard	H.R. 6130
	H.R. 8662
Grasso, Hon. Ella T	H.R. 9779
Griffiths, Hon. Martha	H.R. 3965
Halpern, Hon. Seymour	H.R. 4223
	H.R. 9609
	H.R. 9613
Hansen, Hon. Orval	H.R. 8094
Heckler, Hon. Margaret	H.R. 10130
Helstoski, Hon. Henry	H.R. 6148
	H.R. 9823
	H.R. 9824
	H.R. 10565
	H.R. 10571
	H.R. 11720
Hogan, Hon. Lawrence J	H.R. 10603
Horton, Hon. Frank	H.R. 10648
Johnson, Hon. Harold T	H.R. 10605
Lujan, Hon. Manuel, Jr	H.R. 6042
McDade, Hon. Joseph M	H.R. 10391
Matsunaga, Hon. Spark M	H.R. 232
Melcher, Hon. John	H.R. 8604
Mikva, Hon. Abner J	H.R. 7659
Mink, Hon. Patsy	H.R. 5694
Morse, Hon. F. Bradford	H.R. 4864
Moss, Hon. John E	H.R. 2505
Murphy, Hon. John M	H.R. 298
O'Hara, Hon. James G	H.R. 9662
Patten, Hon. Edward J	H.R. 10224
Rarick, Hon. John R	H.R. 413

Reid, Hon. Ogden	H.R. 2523
Ryan, Hon. William F	H.R. 1628
Saylor, Hon. John P	H.R. 5052
	H.R. 5053
	H.R. 9968
Stokes, Hon. Louis	H.R. 10504
Symington, Hon. James W	H.R. 3349
Teague, Hon. Olin E	H.R. 7668
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	H.R. 10166
	H.R. 10168
	H.R. 10169
	H.R. 11534
	H.R. 11954
Thomson, Hon. Vernon	H.R. 10543
Young, C. W. Bill	H.R. 6904

The following identical bills were also considered by the Subcommittee: [H.R. 2523, introduced by Mr. Reid of New York, January 29, 1971; and H.R. 4864, introduced by Mr. Morse, February 23, 1971.]

92D CONGRESS
1ST SESSION

H. R. 232

IN THE HOUSE OF REPRESENTATIVES

JANUARY 22, 1971

MR. MATSUNAGA introduced the following bill; which was referred to the Committee on Veterans' Affairs

---

A BILL

To amend title 38 of the United States Code to permit certain active duty for training to be counted as active duty for purpose of entitlement to educational benefits under chapter 34 of such title.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That subsection (a) (3) of section 1652 of title 38, United States Code, is amended by striking out "and section 1661 (a)" and inserting in lieu thereof "of this subsection and subsection (a) of section 1661 (except as provided in the last sentence thereof)".

SEC. 2. Subsection (a) of section 1661 of title 38, United States Code, is amended by adding at the end thereof the following new sentence: "For the purposes of this chapter and subject to the limitation in subsection (c), if a veteran serves for a period of active duty pursuant to a call or order thereto issued to him after August 4, 1964, as a Reserve or a member of the National Guard or Air National Guard of any State, and is an eligible veteran as a result of such duty, any period of not more than six consecutive months of full-time duty performed by him after January 31, 1955, for the purpose of obtaining initial military training pursuant to his Reserve, National Guard, or Air National Guard obligation shall be deemed to be active duty."

[H.R. 6148, an identical bill introduced by Mr. Helstoski on March 16, 1971, was also considered by the Subcommittee.]

92D CONGRESS
1ST SESSION

H. R. 298

IN THE HOUSE OF REPRESENTATIVES

JANUARY 22, 1971

Mr. MURPHY of New York introduced the following bill; which was referred to the Committee on Veterans' Affairs

---

A BILL

To amend title 38 of the United States Code to permit certain active duty for training to be counted as active duty for purposes of entitlement to educational benefits under chapter 34 of such title.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That subsection (a) (3) of section 1652 of title 38, United States Code, is amended by striking out "and section 1661 (a)" and inserting in lieu thereof "of this subsection and subsection (a) of section 1661 (except as provided in the last sentence thereof)".

SEC. 2. Subsection (a) of section 1661 of title 38, United States Code, is amended by adding at the end thereof the following new sentence: "For the purposes of this chapter and subject to the limitation in subsection (c), if a veteran serves for a period of active duty in an area designated as a combat zone by the President of the United States, pursuant to a call or order thereto issued to him after August 4, 1964, as a Reserve or a member of the National Guard or Air National Guard or any State, and is an eligible veteran as a result of such duty, any period of not more than six consecutive months of full-time duty performed by him after January 31, 1955, for the purposes of obtaining initial military training pursuant to his Reserve, National Guard, or Air National Guard obligation shall be deemed to be active duty."

92d CONGRESS
1st Session

H. R. 413

IN THE HOUSE OF REPRESENTATIVES

JANUARY 22, 1971

Mr. RARICK introduced the following bill; which was referred to the Committee on Veterans' Affairs

---

A BILL

To amend title 38 of the United States Code to provide, in certain instances, up to eighteen months of additional educational assistance for graduate or professional study.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That (a) subsection (a) of section 1661 of title 38, United States Code, is amended by striking out "subsection (c)" and inserting in lieu thereof "subsections (c) and (d)".

(b) Subsection (c) of such section 1661 is redesignated as subsection (d), and, as so redesignated, is amended by striking out "subsection (b)" and inserting in lieu thereof "subsections (b) and (c)".

(c) Such section 1661 is further amended by inserting immediately after subsection (b) the following new subsection:

"(c) An eligible veteran who has received educational assistance under this chapter for thirty-six months, or under two or more of the laws listed in section 1791 for forty-eight months, and has satisfactorily completed at least one year of graduate or professional study is entitled to additional educational assistance under this chapter for a period of up to eighteen months if such additional assistance is used for pursuing such graduate or professional study on a full-time basis."

SEC. 2. (a) Subsection (a) of section 1662 of title 38, United States Code, is amended by inserting immediately before the period at the end thereof the following: ", or beyond the date ten years after his last discharge in the case of a veteran eligible for additional educational assistance under section 1661 (c)".

(b) Subsection (b) of such section 1662 is amended by striking out "8-year delimiting period" and inserting in lieu thereof "8-year or 10-year delimiting period, as the case may be,".

SEC. 3. Section 1791 of title 38, United States Code, is amended by inserting immediately before the period at the end thereof the following: ", and any months of assistance received under section 1661 (c) shall not be counted in applying this section".

92d CONGRESS
1st Session

H. R. 1628

IN THE HOUSE OF REPRESENTATIVES
JANUARY 22, 1971

Mr. RYAN introduced the following bill; which was referred to the Committee on Veterans' Affairs

---

A BILL

To provide educational assistance under chapter 35 of title 38, United States Code, to children of civilian employees of the United States killed abroad as a result of armed hostilities or civil disorder.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That paragraph (1) of section 1701 (a) of title 38, United States Code, is amended by adding at the end thereof the following new sentence: "The term 'eligible person' also means a child of a civilian officer or employee of the United States Government who, while on overseas assignment, died on or after November 1, 1960, as a result of armed conflict involving military forces or riot or other civil disorder occurring within the country of such assignment."

SEC. 2. In the case of any individual who is an "eligible person" within the meaning of section 1701 (a) (1) of title 38, United States Code, solely by virtue of the amendment made by the first section of this Act, and who is above the age of seventeen years and below the age of twenty-six years on the date of enactment of this Act, the period referred to in section 1712 of title 38, United States Code, shall not end with respect to such individual until the expiration of the five-year period which begins on the date of enactment of this Act, excluding from such five-year period any period of time which may elapse between the date on which application for benefits under chapter 35 of such title is filed on behalf of such individual and the date of final approval of such application by the Administrator of Veterans' Affairs; but in no event shall educational assistance under chapter 35 of title 38, United States Code (as amended by the first section of this Act), be afforded to any such individual beyond his thirty-first birthday by reason of this section.

92d CONGRESS
1st Session

H. R. 2505

IN THE HOUSE OF REPRESENTATIVES

January 29, 1971

Mr. Moss introduced the following bill; which was referred to the Committee on Veterans' Affairs

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A BILL

To amend title 38 of the United States Code to provide equality of treatment for married female veterans.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That section 102 of title 38, United States Code, is amended as follows:

(1) Subsection (b) thereof is amended to read as follows:

"(b) For the purposes of this title, (1) the term 'wife' includes the husband of any female veteran; and (2) the term 'widow' includes the widower of any female veteran."

(2) The heading of said section is amended to read as follows:

“§ 102. Dependent parents; husbands”

(3) The list of section headings is revised to conform with paragraph (2) above.

[H.R. 5053, an identical bill introduced by Mr. Saylor on February 25, 1971, was also considered by the Subcommittee.]

92D CONGRESS
1ST SESSION

H. R. 3262

IN THE HOUSE OF REPRESENTATIVES

FEBRUARY 2, 1971

Mr. CORMAN introduced the following bill; which was referred to the Committee on Veterans' Affairs

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A BILL

To amend title 38 of the United States Code to make the children of certain veterans having a service-connected disability rated at not less than 50 per centum eligible for benefits under the war orphans' educational assistance program.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That the second sentence of section 1701 (a) (1) of title 38, United States Code, is amended by inserting immediately before the period the following: ", and the child of a person who has a service-connected disability rated at not less than 50 per centum arising out of service as described in the first sentence hereof".

SEC. 2. (a) Subsection (a) of section 1732 of title 38, United States Code, is amended by striking out "The educational assistance allowance" and inserting in lieu thereof "Subject to subsection (d), the educational assistance allowance".

(b) Subsection (b) of such section 1732 is amended by striking out "The educational assistance allowance" and inserting in lieu thereof "Subject to subsection (d), the educational assistance allowance".

(c) Such section 1732 is further amended by adding at the end thereof the following new subsection:

"(d) In the case of an eligible person who is such on account of a parent who has a service-connected disability rated at not less than 50 per centum but less than total, the educational assistance to which he is entitled shall be an amount per month which bears the same ratio to the amount specified in subsection (a) or (b) of this section to which he would have been entitled if he were an 'eligible person' under the first sentence of section 1701 (a) (1) as the rate of the service-connected disability of his parent bears to 100."

SEC. 3. Section 1742 of title 38, United States Code, is amended (1) by striking out "While the eligible person" and inserting in lieu thereof "(1) Subject to paragraph (2) of this subsection, while the eligible person", and (2) by adding at the end thereof the following new paragraph:

"(2) In the case of an eligible person who is such on account of a parent who has a service-connected disability rated at not less than 50 per centum but less than total, the educational assistance to which he is entitled shall be an amount per month which bears the same ratio to the amount specified in paragraph (1) to which he would have been entitled if he were an 'eligible person' under the first sentence of section 1701 (a) (1) as the rate of the service-connected disability of his parent bears to 100."

SEC. 4. In the case of any individual who is an "eligible person" within the meaning of section 1701 (a) (1) of title 38, United States Code, solely by virtue of the amendments made by this Act, and who is above the age of seventeen years and below the age of twenty-three years on the date of enactment of this Act, the period referred to in section 1712 of title 38, United States Code, shall not end with respect to such individual until the expiration of the five-year period which begins on the date of enactment of this Act.

[H.R. 6904, an identical bill introduced by Mr. Young of Florida on March 29, 1971, was also considered by the Subcommittee.]

92d CONGRESS
1st Session

H. R. 3349

IN THE HOUSE OF REPRESENTATIVES

February 2, 1971

Mr. Teague of Texas (by request) introduced the following bill; which was referred to the Committee on Veterans' Affairs

A BILL

To amend title 38, United States Code, in order to authorize the Administrator to make advance educational assistance payments to certain veterans.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That subsections (d) and (e) of section 1681 of title 38, United States Code, are amended to read as follows:

"(d) The Administrator shall, except as provided in subsection (e) of this section, pay the initial educational assistance allowance of an enrollment period to an eligible veteran in an amount not to exceed the educational assistance allowance for the month or fraction thereof in which pursuit of the program will commence, plus the educational assistance allowance for one full month, upon receipt of proof that the eligible veteran has been accepted for enrollment in an approved educational institution on a half-time or more basis. Such payment shall not be made earlier than the first day of the month in which pursuit of the program is to commence. Subsequent payments of educational assistance allowance shall be made each month in advance, subject to such reports and proof of satisfactory pursuit of such program as the Administrator may require. The Administrator may withhold the final payment of an enrollment period until such proof is received and the amount appropriately adjusted. If the eligible veteran fails to enroll in the course after receiving the initial payment of the educational assistance alllowance, the amount of such advance payment may be recovered from any benefit otherwise due the veteran under any law administered by the Veterans' Administration or such overpayment shall constitute a liability of such eligible veteran and may be recovered in the same manner as any other debt due the United States.

"(e) No educational assistance allowance shall be paid to an eligible veteran enrolled in a program of education consisting exclusively of flight training or exclusively by correspondence for any period until the Administrator shall have received—

"(1) from the eligible veteran a certification as to his actual attendance during such period or, where the program is pursued by correspondence, a certificate as to the number of lessons actually completed by the veteran and serviced by the institution, and

"(2) from the educational institution, a certification, or an endorsement on the veteran's certificate, that such veteran was enrolled in and pursuing a course of education during such period and, in the case of an institution furnishing education to a veteran exclusively by correspondence, a certificate, or an endorsement on the veteran's certificate, as to the number of lessons completed by the veteran and serviced by the institution."

SEC. 2. This Act shall become effective on the first day of the second calendar month following the month in which enacted, but no advance payment of the educational assistance allowance authorized under this Act shall be obligated or paid prior to the fiscal year in which the first full month of the period of enrollment occurs.

[H.R. 10130, an identical bill introduced by Mrs. Heckler on July 27, 1971, was also considered by the Subcommittee.]

92D CONGRESS
1ST SESSION

H. R. 3965

IN THE HOUSE OF REPRESENTATIVES

FEBRUARY 9, 1971

MRS. GRIFFITHS introduced the following bill; which was referred to the Committee on Veterans' Affairs

A BILL

To amend title 38 of the United States Code to provide equality of treatment for married female veterans.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That section 102 of title 38, United States Code, is amended as follows:

(1) Subsection (b) thereof is amended to read as follows:

"(b) For the purposes of this title, (1) the term 'wife' includes the husband of any female veteran; and (2) the term 'widow' includes the widower of any female veteran."

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(2) The heading of said section is amended to read as follows:

"§ 102. Dependent parents; husbands".

SEC. 2. The analysis of chapter 1 of title 38, United States Code, is amended by striking out

"102. Dependent parents and dependent husbands."

and inserting in lieu thereof

"102. Dependent parents; husbands."

[H.R. 6130, an identical bill introduced by Mr. Fulton of Tennessee on March 16. 1971, was also considered by the Subcommittee.]

92D CONGRESS
1ST SESSION

H. R. 4223

IN THE HOUSE OF REPRESENTATIVES

FEBRUARY 10, 1971

Mr. HALPERN introduced the following bill; which was referred to the Committee on Veterans' Affairs

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A BILL

To amend chapter 34 of title 38, United States Code, to authorize advance educational assistance allowance payments to eligible veterans at the beginning of any school year to assist such veterans in meeting educational and living expenses during the first two months of school, to establish a veterans' work-study program through cancellation of such advance payment repayment obligations under certain circumstances, and to provide for direct payment of educational assistance allowance to educational institutions on an optional basis.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act may be cited as the "Veterans' Educational

Assistance Allowance Advance and Work-Study Program Act of 1971".

SEC. 2. Chapter 34 of title 38, United States Code, is amended by adding at the end of subchapter IV a new section as follows:

"§ 1688. Advances to eligible veterans; work-study program

"(a) Notwithstanding the provisions of section 1681 of this title, and under such regulations as the Administrator shall prescribe, an eligible veteran shall, upon application therefor and subject to the provisions of this section, be paid an educational assistance allowance advance payment of not to exceed $250 immediately prior to or at the beginning of any school year to assist such veteran in meeting his education and living expenses during the first two months of such school year. An advance payment of $250 shall be paid to any eligible veteran who intends to pursue a course of education on a full-time basis as provided in section 1684 of this title, and the Administrator shall prescribe by regulation the amount to be paid to veterans intending to pursue courses of education on less than a full-time basis, but in no event shall an advance be paid to a veteran who intends to pursue a course of education on less than half-time basis or a program exclusively by correspondence. Any veteran making application for an advance under the provisions of this section shall receive a complete explanation of the repayment requirements of this section.

"(b) Any amount advanced to a veteran under this section shall be considered a loan and shall be repayable by the veteran over the period of his enrollment by deductions, in approximately equal amounts, being made from his monthly educational assistance allowance by the Administrator, or if the veteran fails to qualify for such allowance, the advance shall be repayable in such manner as shall be prescribed by the Administrator. Advances made under this section shall bear no interest if the veteran enrolls in an approved course of education and qualifies for an educational assistance allowance under this chapter, except that in any case in which the Administrator determines that a veteran has failed to enroll in and pursue an approved course of education within thirty days after an advance payment is made to him under this section, the amount so advanced shall (1) become due and payable on the first day of the next month following the month in which the Administrator makes such determination, and (2) from that date bear interest at the rate of 6 per centum per annum on the unpaid balance.

"(c) An advance payment shall be made under this section to any eligible veteran no more than thirty days prior to his expected date of enrollment if such veteran—

"(1) submits evidence to the Administrator showing such veteran to be an eligible veteran as defined in section 1652 (a) (1) of this chapter,

"(2) certifies to the Administrator in writing (A) that he is enrolled in, or has applied for, been accepted by, and intends to enroll in a specified educational institution and is pursuing or plans to pursue a specified approved course of education during such school year at such educational institution, and (B) the expected date of enrollment if he has not yet enrolled in an educational institution,

"(3) certifies to the Administrator in writing whether the educational institution defines such courses as a full-time course and the number of semester hours (or equivalent) or clock hours he intends to pursue, and

"(4) certifies to the Administrator in writing that he has at least six months' entitlement to educational assistance remaining under this chapter.

"(d) In determining whether any veteran is eligible for an advance payment under this section, the information submitted by such veteran pursuant to subsection (c) shall be conclusive evidence of his eligibility unless there is evidence in the file of the veteran in the processing office establishing that such veteran is ineligible for such advance payment.

"(e) In order to process applications for advance payments and regular educational assistance allowance payments under this subchapter as expeditiously as possible and otherwise to carry out the purposes of this chapter, the Administrator shall utilize, to the maximum extent practicable and where he determines such services to be appropriate and desirable, the services of any veteran who has received an advance under this section and who (1) is pursuing full-time training as determined under section 1684 of this title; (2) agrees to perform services, averaging not in excess of fifteen hours per week over a semester or other applicable term, in connection with the preparation and processing of necessary applications and other documents at educational institutions or regional offices of the Veterans' Administration, or services in connection with the outreach services program under subchapter IV of chapter 3 of this title, in return for a partial or total cancellation of his loan; (3) is in need of augmentation of his educational assistance allowance entitlement in order to pursue a program of education under this chapter, as determined in accordance with regulations which the Administrator shall prescribe; and (4) is capable, as certified by the educational institution concerned, of maintaining good standing in such program while performing services under this subsection. The obligation of any veteran shall be canceled at the rate of $2 for each hour of such services performed by the veteran.

"(f) As used in this section the term 'at the beginning of any school year' means the beginning of any quarter, semester, or other term on which an educational institution operates. While in the performance of such services, veterans shall be deemed to be intermittent employees of the United States serving without compensation; except that for purposes of laws administered by the Civil Service Commission such veterans shall not be deemed to be such employees.

"§ 1689. Direct payment of allowances to educational institutions

"Notwithstanding any other provision of this chapter, and under such regulations as the Administrator shall prescribe, all or part of any educational assistance allowance payment may be directly made on behalf of any eligible veteran to the educational institution concerned if the veteran requests that such payment be made in such manner and the educational institution agrees to accept such payments on that basis. Direct payment of any educational assistance allowance may not be made under this section on behalf of any eligible veteran (1) who is pursuing or intends to pursue a course of education on less than a half-time basis or a program exclusively by correspondence; (2) who receives an educational assistance allowance advance payment under section 1688; or (3) to cover other than tuition and other educational costs and expenses which the educational institution usually requires to be paid in full before a nonveteran student is admitted to class."

SEC. 3. (a) The table of sections at the beginning of chapter 34 is amended by adding after

"1687. Discontinuance of allowances."

the following:

"1688. Advances to eligible veterans; work-study program.
"1689. Direct payment of allowances to educational institutions."

(b) (1) The heading for subchapter IV of such chapter is amended to read as follows:

"Subchapter IV—Payments to or on Behalf of Eligible Veterans".

(2) The analysis of such chapter is amended by striking out

"Subchapter IV—Payments to Eligible Veterans"

and inserting in lieu thereof

"Subchapter IV—Payments to or on Behalf of Eligible Veterans".

92d CONGRESS
1st Session

H. R. 5052

IN THE HOUSE OF REPRESENTATIVES

February 25, 1971

Mr. Saylor introduced the following bill; which was referred to the Committee on Veterans' Affairs

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A BILL

To amend chapter 31 of title 38, United States Code, to authorize additional training or education for certain veterans who are no longer eligible for training, in order to restore employability lost due to technological changes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That section 1503 (c) of title 38, United States Code, is amended as follows:

(a) by deleting at the end of subparagraph (1) "or";

(b) by deleting the period at the end of subparagraph (2) and inserting in lieu thereof ", or"; and

(c) by inserting immediately after subparagraph (2) the following new subparagraph:

"(3) he is no longer employable (after having previously been declared rehabilitated) due to technological changes in or affecting the occupation for which he was previously trained under this chapter."

92D CONGRESS
1ST SESSION

H. R. 5188

IN THE HOUSE OF REPRESENTATIVES

MARCH 1, 1971

Mr. DAVIS of Wisconsin (for himself and Mr. STEIGER of Wisconsin) introduced the following bill; which was referred to the Committee on Veterans' Affairs

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A BILL

To amend the war orphans' and widows' educational assistance provisions of title 38 of the United States Code in order to provide monthly training assistance allowances thereunder for eligible persons for apprenticeship and other on-job training.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That (a) subchapter IV of chapter 35 of title 38, United States Code, is amended by redesignating sections 1733, 1734, 1735, 1736, and 1737 as sections 1734, 1735, 1736, 1737, and 1738, respectively, and by inserting immediately after section 1732 thereof the following new section:

"§ 1733. Apprenticeship or other on-job training

"(a) Any eligible person may receive the benefits of this chapter while pursuing a full-time—

"(1) program of apprenticeship approved by a State approving agency as meeting the standards of apprenticeship published by the Secretary of Labor pursuant to section 50a of title 29, United States Code, or

"(2) program or other training on the job approved under the provisions of section 1777 of this title,

subject to the conditions and limitations of this chapter with respect to educational assistance.

"(b) The monthly training assistance allowance of an eligible person pursuing a program described under subsection (a) shall be (1) $108 during the first six-month period, (2) $81 during the second six-month period, (3) $54 during the third six-month period, and (4) $27 during the fourth and any succeeding six-month period.

"(c) For purposes of this chapter and chapter 36 of this title, the terms 'program of apprenticeship' and 'program of other on-job training' shall have the same meaning as 'program of education'; and the term 'training assistance allowance' shall have the same meaning as 'educational assistance allowance'."

(b) The table of sections of such subchapter IV is amended by striking out "1733" and all that follows and inserting in lieu thereof the following:

"1733. Apprenticeship or other on-job training.
"1734. Measurement of courses.
"1735. Overcharges by educational institutions.
"1736. Approval of courses.
"1737. Discontinuance of allowances.
"1738. Specialized vocational training courses."

SEC. 2. Section 1701 (a) of title 38, United States Code, is amended by adding at the end thereof the following new paragraph:

"(9) For the purposes of this chapter and chapter 36 of this title, the term 'training establishment' means any establishment providing apprentice or other training on the job, including those under the supervision of a college or university or any State department of education, or any State apprenticeship agency, or any State board of vocational education, or any joint apprenticeship committee, or the Bureau of Apprenticeship and Training established pursuant to chapter 4C of title 29, United States Code, or any agency of the Federal Government authorized to supervise such training."

SEC. 3. The first sentence of section 1723 (c) of title 38, United States Code, is amended by striking out "any course of apprentice or other training on the job,".

SEC. 4. Section 1777 of title 38, United States Code, is amended—

(1) by inserting "and eligible persons" immediately after "eligible veterans", and by inserting "other" immediately before "nonveterans", in subsection (b) (1), and

(2) by inserting "or eligible person" immediately after "eligible veteran" each place it appears in subsections (b) and (c).

[H.R. 8662, an identical bill introduced by Mr. Fulton of Tennessee on May 24, 1971, was also considered by the Subcommittee.]

92D CONGRESS
1ST SESSION

H. R. 5694

IN THE HOUSE OF REPRESENTATIVES

MARCH 8, 1971

Mrs. MINK introduced the following bill; which was referred to the Committee on Veterans' Affairs

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A BILL

To amend title 38, United States Code, to permit veterans' educational assistance payments to be applied to the repayment of educational loans under Federal programs entered into by veterans before commencing active service.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That (a) subchapter IV of chapter 34 of title 38, United States Code, is amended by adding at the end thereof the following new section:

"§ 1688. Repayment of education loans entered into before active duty

"(a) As used in this section, the term 'preservice educational loan' means a loan made to an eligible veteran (1) before the date he commenced the active duty on which his eligibility for assistance under this chapter is based, (2) the proceeds of which the veteran used to finance educational course work which was undertaken before such date, (3) provided or guaranteed under a Federal program, and (4) which meets all other requirements set forth in this section.

"(b) Any eligible veteran who desires that all or part of the educational assistance for which he is eligible under this chapter be applied to the repayment, in whole or part, of a preservice educational loan entered into by him shall submit an application therefor to the Administrator which shall be in such form and contain such information as the Administrator shall prescribe. If on the basis of the application and such other information as may become available to him, the Administrator finds that—

"(1) the educational coursework for which the eligible veteran obtained the preservice educational loan would be approved as a program of education within the meaning of this chapter if application therefor were made;

"(2) the eligible veteran did not terminate such educational course work because of reasons of unsatisfactory progress or his own misconduct or neglect;

"(3) the preservice educational loan is evidenced by a note or other written agreement which creates a binding obligation under the applicable law; and

"(4) the proceeds of the preservice educational loan were in fact used to finance the pursuit of such educational course work;

the Administrator shall pay directly to the creditor, under such terms and conditions as are necessary and appropriate to protect the interests of the United States, such amount of the remaining balance (including interest and penalties, including any penalty for the accelerated repayment of whole or any part of the loan) of the preservice educational loan as was applied for by the eligible veteran. The Administrator may not pay any amount pursuant to this section in the case of any eligible veteran which is greater than the total amount of educational assistance to which such veteran would be entitled if he satisfactorily pursued a program of education to the limit of his entitlement. For the purposes of the preceding sentence such total amount of educational assistance shall be computed on the basis of the veteran's dependency status and the educational assistance allowance rates payable at the time application is made to the Administrator under this section. The period of entitlement to educational assistance of a veteran shall be charged with, and proportionally reduced by, any repayment made in his behalf pursuant to this section on such basis as shall be determined by the Administrator." adding at the end thereof the following:

"1688. Repayment of education loans entered into before active duty."

SEC. 2. The amendments made by the first section of this Act shall apply with respect to any preservice educational loan within the meaning of section 1688 (a) of title 38, United States Code (as added by such first section), made on or after the date of the enactment of this Act or made before such date of enactment in the case of a person on active duty in the Armed Forces on such date of enactment or a veteran entitled to educational assistance under chapter 34 of such title on such date of enactment.

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92d CONGRESS
1st Session

H. R. 6042

IN THE HOUSE OF REPRESENTATIVES

MARCH 15, 1971

Mr. LUJAN introduced the following bill; which was referred to the Committee on Veterans' Affairs

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A BILL

To amend title 38 of the United States Code in order to make the same criteria for determining satisfactory pursuance of course work apply in the case of college level and noncollege level educational institutions.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That (a) section 1681 (b) of title 38, United States Code, is amended—

(1) by striking out paragraphs (1) and (2);

(2) by redesignating paragraph (3) as paragraph (2); and

(3) by inserting immediately before paragraph (2) (as so redesignated) the following new paragraph:

"(1) to any veteran enrolled in a course (except programs of apprenticeship and programs of other on-job training authorized by section 1683 of this title) for any period when such veteran is not pursuing such course in accordance with the regularly established policies and regulations of the educational institution and the requirements of this chapter, or of chapter 36 of this title; or".

(b) The first sentence of section 1681 (d) of such title is amended to read as follows: "No educational assistance allowance shall be paid to an eligible veteran pursuing a program of education by correspondence for any period until the Administrator receives—

"(1) from the eligible veteran a certificate as to the number of lessons actually completed by the veteran and serviced by the institution; and

"(2) from the institution furnishing such education by correspondence, a certificate, or an endorsement on the veteran's certificate, as to the number of lessons completed by the veteran and serviced by the institution."

SEC. 2. (a) Section 1731 (b) of title 38, United States Code, is amended by striking out "shall be paid—" and all that follows thereafter and inserting in lieu thereof the following: "shall be paid on behalf of any person enrolled in a course for any period when such person is not pursuing his course in accordance with the regularly established policies and regulations of the educational institution and the requirements of this chapter."

(b) Section 1731 (d) of such title is repealed.

SEC. 3. This Act applies with respect to the administration of educational assistance allowances under chapters 34 and 35 of title 38, United States Code, during semesters or quarters beginning after June 30, 1971.

92D CONGRESS
1ST SESSION

H. R. 6904

IN THE HOUSE OF REPRESENTATIVES

MARCH 29, 1971

Mr. YOUNG of Florida introduced the following bill; which was referred to the Committee on Veterans' Affairs

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A BILL

To amend title 38, United States Code, in order to authorize the Administrator to make advance educational assistance payments to certain veterans.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That subsections (d) and (e) of section 1681 of title 38, United States Code, are amended to read as follows:

"(d) The Administrator shall, except as provided in subsection (e) of this section, pay the initial educational assistance allowance of an enrollment period to an eligible veteran in an amount not to exceed the educational assistance allowance for the month or fraction thereof in which pursuit of the program will commence, plus the educational

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assistance allowance for one full month, upon receipt of proof that the eligible veteran has been accepted for enrollment in an approved educational institution on a half-time or more basis. Such payment shall not be made earlier than the first day of the month in which pursuit of the program is to commence. Subsequent payments of educational assistance allowance shall be made each month in advance, subject to such reports and proof of satisfactory pursuit of such program as the Administrator may require. The Administrator may withhold the final payment of an enrollment period until such proof is received and the amount appropriately adjusted. If the eligible veteran fails to enroll in the course after receiving the initial payment of the educational assistance allowance, the amount of such advance payment may be recovered from any benefit otherwise due the veteran under any law administered by the Veterans' Administration or such overpayment shall constitute a liability of such eligible veteran and may be recovered in the same manner as any other debt due the United States.

"( ) No educational assistance allowance shall be paid to an eligible veteran enrolled in a program of education consisting exclusively of flight training or exclusively by correspondence for any period until the Administrator shall have received—

"(1) from the eligible veteran a certification as to his actual attendance during such period or, where the program is pursued by correspondence, a certificate as to the number of lessons actually completed by the veteran and serviced by the institution, and

"(2) from the educational institution, a certification, or an endorsement on the veteran's certificate, that such veteran was enrolled in and pursuing a course of education during such period and, in the case of an institution furnishing education to a veteran exclusively by correspondence, a certificate, or an endorsement on the veteran's certificate, as to the number of lessons completed by the veteran and serviced by the institution."

Sec. 2. This Act shall become effective on the first day of the second calendar month following the month in which enacted, but no advance payment of the educational assistance allowance authorized under this Act shall be obligated or paid prior to the fiscal year in which the first full month of the period of enrollment occurs.

92d CONGRESS
1st Session

H. R. 7659

IN THE HOUSE OF REPRESENTATIVES

April 22, 1971

Mr. Mikva introduced the following bill; which was referred to the Committee on Veterans' Affairs

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A BILL

To extend the maximum educational benefits for veterans to fifty-four months.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That section 1661 (c) of title 38, United States Code is amended by striking out "in excess of thirty-six months" and inserting in lieu thereof "in excess of fifty-four months". The amendments made by this Act shall apply to eligible veterans discharged or released from active duty after the date of enactment of this Act.

[H.R. 10774, an identical bill introduced by Mr. Broyhill of Virginia on September 21, 1971, was also considered by the Subcommittee.]

92d CONGRESS
1st Session

H. R. 7668

IN THE HOUSE OF REPRESENTATIVES

April 22, 1971

Mr. Teague of Texas (by request) introduced the following bill; which was referred to the Committee on Veterans' Affairs

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A BILL

To amend chapter 35 of title 38, United States Code, so as to provide educational assistance at secondary school level to eligible widows and wives, without charge to any period of entitlement the wife or widow may have pursuant to sections 1710 and 1711 of this chapter.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That chapter 35 of title 38, United States Code, is amended by adding the following new paragraph:

"§ 1726. Special training for the educationally disadvantaged

"(a) In the case of any eligible widow or wife who—

"(1) has not received a secondary school diploma (or equivalency certificate), and

"(2) in order to pursue a program of education for which she would otherwise be eligible, needs additional secondary school training, either refresher courses or deficiency courses, to qualify for admission to an appropriate educational institution, the Administrator may, without regard to the provisions of section 1723 (d), approve the enrollment of such widows or wives in an appropriate course or courses, except that no enrollment in adult evening secondary school courses shall be approved in excess of half-time training as defined in section 1733 of this title.

"(b) The Administrator shall pay eligible widows or wives pursuing a course or courses pursuant to subsection (a) of this section an educational assistance allowance as provided in sections 1731 and 1732 of this chapter.

"(c) The educational assistance allowance authorized by this section shall be paid without charge to any period of entitlement the widow or wife may have pursuant to sections 1710 and 1711 of this chapter."

[H.R. 9613, an identical bill introduced by Mr. Halpern on July 7, 1971, was also considered by the Subcommittee.]

92D CONGRESS
1ST SESSION

H. R. 8094

IN THE HOUSE OF REPRESENTATIVES

MAY 5, 1971

Mr. HANSEN of Idaho introduced the following bill; which was referred to the Committee on Veterans' Affairs

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A BILL

To provide equitable treatment of veterans enrolled in vocational education courses.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That section 1681 (b) (2) of title 38, United States Code, is amended to read as follows:

"(2) to any veteran enrolled in a course which does not lead to a standard college degree for any day of absence of excess of thirty days in a twelve-month period, not counting as absences weekends, legal holidays established by Federal or State law during which the institution is not regularly in session, or vacation periods established by the institution in conjunction with such holidays; or".

92D CONGRESS
1ST SESSION

H. R. 8266

IN THE HOUSE OF REPRESENTATIVES

MAY 11, 1971

Mr. TEAGUE of Texas (by request) introduced the following bill; which was referred to the Committee on Veterans' Affairs

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A BILL

To amend title 38 of the United States Code to provide, in certain cases, for the reimbursement of veterans for costs incurred by them for flight school course work for private pilot licenses.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That section 1677 of title 38, United States Code, is amended by adding at the end thereof the following new subsection:

"(c) (1) Any eligible veteran who has—

"(A) completed a flight training program approved under subsection (b);

"(B) obtained a commercial pilot's license; and

"(C) not exhausted his entitlement to educational assistance under this chapter

shall be reimbursed as provided in this subsection by the Administrator for the cost incurred by the eligible veteran for flight school courses taken by him for the purpose of qualifying for a private pilot's license.

"(2) The reimbursement made to any eligible veteran under this subsection may not exceed the smaller of the following amounts:

"(A) An amount equal to the actual cost incurred by the eligible veteran for such flight school courses, and such veteran's period of entitlement shall be charged one month for each increment of $175 within such amount.

"(B) An amount equal to $175 multiplied by the number of months remaining in the period of entitlement of the eligible veteran, and reimbursement in such amount shall exhaust his entitlement to educational assistance under this chapter.

"(3) Each eligible veteran who applies for reimbursement under this subsection shall submit such information and evidence as the Administrator deems appropriate with respect to the cost and nature of the courses for which reimbursement is sought. Reimbursement may not be made under this subsection for any cost incurred for any flight school course which did not meet Federal Aviation Agency standards at the time such course was taken."

The following identical bills were also considered by the Subcommittee: [H.R. 10391, introduced by Mr. McDade on August 4, 1971; and H.R. 10565, introduced by Mr. Helstoski on September 9, 1971.]

92D CONGRESS
1ST SESSION

H. R. 8282

IN THE HOUSE OF REPRESENTATIVES

MAY 11, 1971

Mr. FULTON of Pennsylvania introduced the following bill; which was referred to the Committee on Veterans' Affairs

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A BILL

To amend chapter 34 of title 38 of the United States Code to restore entitlement to educational benefits to veterans of World War II and the Korean conflict.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That section 1651 of title 38, United States Code, is amended by adding at the end thereof the following new sentence: "In addition to the purposes set forth in the preceding sentence, it shall be a purpose of this chapter to restore entitlement to educational assistance to veterans of World War II and the Korean conflict who failed to exhaust their entitlement to education and training under part VIII of Veterans

Regulation 1 (a); title II of the Veterans' Readjustment Assistance Act of 1952; or chapter 33 of this title, respectively.".

SEC. 2. Section 1652 (a) (1) of title 38, United States Code, is amended (1) by striking out "or (B)" and inserting in lieu thereof ", (B)" and (2) by inserting immediately before the period at the end thereof the following: ", or (C) was entitled to receive education and training under the provisions of part VIII of Veterans Regulation Numbered 1 (a), title II of the Veterans' Readjustment Assistance Act of 1952, or chapter 33 of this title, and either received no such education and training or received such education and training for less than the maximum period to which he was entitled under such provisions".

SEC. 3. Section 1661 (a) of title 38, United States Code, is amended by inserting immediately before the period at the end thereof the following: ", and a period equal to the period of his unused entitlement to education and training under part VIII of Veterans Regulation Numbered 1 (a), the Veterans' Readjustment Assistance Act of 1952, and chapter 33 of this title".

92D CONGRESS
1ST SESSION

H. R. 8604

IN THE HOUSE OF REPRESENTATIVES

MAY 20, 1971

Mr. MELCHER introduced the following bill; which was referred to the Committee on Veterans' Affairs

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A BILL

To amend title 38, United States Code, to apply with respect to veterans and war orphans in noncollege level educational institutions the same criteria for determining satisfactory pursuance of course work that is applied with respect to veterans and war orphans in college level educational institutions.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That (a) subsection (b) of section 1681 of title 38, United States Code, is amended by striking out paragraphs (1) and (2), by redesignating paragraph (3) as paragraph (2), and by inserting immediately before paragraph (2) (as so redesignated) the following new paragraph:

"(1) to any veteran enrolled in a course whether or not such course leads to a standard college degree (excluding programs of apprenticeship and programs of other on-job training authorized by section 1683 of this title) for any period when such veteran is not pursuing his course in accordance with the regularly established policies and regulations of the educational institution and the requirements of this chapter, or of chapter 36; or".

(b) The first sentence of subsection (d) of such section 1681 is amended to read as follows: "No educational assistance allowance shall be paid to an eligible veteran pursuing a program of education by correspondence for any period until the Administrator receives—

"(1) from the eligible veteran a certificate as to the number of lessons actually completed by the veteran and serviced by the institution; and

"(2) from the institution furnishing such education by correspondence, a certificate, or an endorsement on the veteran's certificate, as to the number of lessons completed by the veteran and serviced by the institution."

SEC. 2. (a) Subsection (b) of section 1731 of title 38, United States Code, is amended by striking out "shall be paid—" and all that follows thereafter and inserting in lieu thereof the following: "shall be paid on behalf of any person enrolled in a course for any period when such person is not pursuing his course in accordance with the regularly established policies and regulations of the educational institution and the requirements of this chapter.

(b) Subsection (d) of such section 1731 is repealed.

SEC. 3. The amendments made by this Act shall apply with respect to the administration of educational assistance allowances under chapters 34 and 35 of title 38, United States Code, during semesters, quarters, or other period of course work measurement beginning on or after July 1, 1971.

H.R. 12052, an identical bill introduced by Mr. Fuqua on December 6, 1971, was also considered by the Subcommittee.

92D CONGRESS
1ST SESSION

H. R. 9609

IN THE HOUSE OF REPRESENTATIVES

JULY 7, 1971

Mr. HALPERN introduced the following bill; which was referred to the Committee on Veterans' Affairs

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A BILL

To amend title 38, United States Code, to provide for the payment of tuition, subsistence, and educational assistance allowances on behalf of or to certain eligible veterans pursuing programs of education under chapter 34 of such title, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act may be cited as the "Vietnam Veterans' Act of 1971".

SEC. 2. Subchapter IV of chapter 34 of title 38, United States Code, is amended by inserting immediately before section 1681 the following new section:

I—O

"§ 1680. Tuition and subsistence assistance allowances for institutional training

"(a) In the case of an eligible veteran not on active duty who is pursuing a program of education or training at an approved educational or training institution on a half-time or more basis, the Administrator shall pay directly to the educational or training institution on behalf of such eligible veteran the customary cost of tuition, and such laboratory, library, health, infirmary, or other similar fees as are customarily charged, and shall pay for books, supplies, equipment, and other necessary expenses, excluding board, lodging, other living expenses, and travel, which similarly circumstanced nonveterans enrolled in the same courses are required to pay.

"(b) In no event shall the payment authorized by subsection (a) of this section exceed $1,000 for an ordinary school year. If the educational or training institution has no customary cost of tuition, a fair and reasonable rate of payment for tuition, fees, or other charges for such course or courses shall be determined by the Administrator.

"(c) In the event a veteran fails to complete his program of education after a tuition assistance allowance has been paid to the educational or training institution on his behalf, the Administrator shall, pursuant to such regulations as he may prescribe, require a pro rata refund of the tuition

assistance allowance based upon the uncompleted portion of the school year for which the allowance was paid.

"(d) While pursuing an approved program of education or training, other than cooperative or on-farm training, a veteran eligible for tuition assistance benefits under subsection (a) of this section shall be paid a monthly subsistence allowance as set forth in column II, III, IV, or V (whichever is applicable as determined by the veteran's dependency status) opposite the basis shown in column I:

"Column I	Column II	Column III	Column IV	Column V
Basis	No dependents	One dependent	Two dependents	More than two dependents
				The amount in column IV, plus the following for each dependent in excess of two:
Full time	$175	$205	$230	$13
Three-quarter time	128	152	177	10
Half time	81	100	114	7

"(e) (1) An eligible veteran entitled to tuition assistance under subsection (a) of this section and who is enrolled in an educational institution for a 'farm cooperative' program consisting of institutional agricultural courses prescheduled to fall within 44 weeks of any period of 12 consecutive months and who pursues such program on—

"(A) a full-time basis (a minimum of 12 clock hours per week),

"(B) a three-quarter-time basis (a minimum of 9 clock hours per week), or

"(C) a half-time basis (a minimum of 6 clock hours per week)

shall be eligible to receive a subsistence allowance at the appropriate rate provided in the table in paragraph (2) of this subsection, if such eligible veteran is concurrently engaged in agricultural employment which is relevant to such institutional agricultural courses as determined under standards prescribed by the Administrator.

"(2) The monthly subsistence allowance of an eligible veteran pursuing a farm cooperative program under this chapter shall be paid as set forth in column II, III, IV, or V (whichever is applicable as determined by the veteran's dependency status) opposite the basis shown in column I:

"Column I	Column II	Column III	Column IV	Column V
Basis	No dependents	One dependent	Two dependents	More than two dependents
				The amount in column IV, plus the following for each dependent in excess of two:
Full time	$141	$167	$192	$10
Three-quarter time	101	119	138	7
Half time	67	79	92	4

"(f) An eligible veteran, entitled to tuition assistance under subsection (a) of this section, who is enrolled in a 'cooperative program', other than 'farm cooperative' program, shall be paid a monthly subsistence allowance at the same rate paid for full-time 'farm cooperative' training as provided in subsection (e) of this section. For the purpose of this subsection, the term 'cooperative program', other than

a 'farm cooperative' program, means a full-time program of education which consists of institutional courses and alternate phases of training in the business or industrial establishment with such training being strictly supplemental to the institutional portion."

Sec. 3. Section 1681 of title 38, United States Code, is amended to read as follows:

"§ 1681. Educational assistance allowances

"(a) An educational assistance allowance shall be paid to each eligible individual pursuing a program of education while on active duty, or to an eligible veteran pursuing a program of education on less than a half-time basis or exclusively by correspondence, as follows:

"(1) The educational assistance allowance of an individual pursuing a program of education—

"(A) while on active duty, or

"(B) on less than a half-time basis,

shall be computed at the rate of (i) the established charges for tuition and fees which the institution requires similarly circumstanced nonveterans enrolled in the same program to pay, or (ii) $175 per month for a full-time course, whichever is the lesser. Notwithstanding provisions of section 1682 of this title, payment of the educational assistance allowance provided by this subsection may, and the educational assistance allowance provided by section 1696 (b) shall, be made

to an eligible veteran in an amount computed for the entire quarter, semester, or term during the month immediately following the month in which certification is received from the educational institution that the veteran has enrolled in and is pursuing a program at such institution.

"(2) (A) The educational assistance allowance of an eligible veteran pursuing a program of education exclusively by correspondence shall be computed on the basis of the established charge which the institution requires nonveterans to pay for the course or courses pursued by the eligible veterans. The term 'established charge' as used herein means the charge for the course or courses determined on the basis of the lowest extended time payment plan offered by the institution and approved by the appropriate State approving agency or the actual cost to the eligible veteran, whichever is the lesser. Such allowances shall be paid quarterly on a pro rata basis for the lessons completed by the veteran and serviced by the institution, as certified by the institution.

"(B) The period of entitlement of any eligible veteran who is pursuing any program of education exclusively by correspondence shall be charged with one month for each $175 which is paid to the veteran as an educational assistance allowance for such course.

"(b) (1) The educational assistance allowance of a veteran pursuing a program of flight training (except as

provided in section 1673 (b) of this chapter), shall be paid in accordance with the provisions of section 1677 of this chapter.

"(2) The educational assistance allowance of a veteran pursuing a program of apprenticeship or other on-job training shall be paid in accordance with the provisions of section 1683 of this chapter.

"(c) The tuition and subsistence allowances payable under section 1680 of this chapter and the educational assistance allowance payable under this section shall be paid as soon as practicable after the Administrator is assured of the veteran's enrollment in and pursuit of the program of education for the period for which such allowance is to be paid."

SEC. 4. Section 1682 of title 38, United States Code, is amended to read as follows:

"§ 1682. Educational certifications and limitations

"(a) No tuition assistance allowance shall be paid to an educational or training institution on behalf of an eligible veteran under section 1680 of this chapter until the Administrator shall have received from such institution a certification of the actual enrollment of the eligible veteran at such institution, the number of semester or clock hours of attendance he is to pursue, the customary cost of tuition, the customary cost of books, supplies, equipment and related expenses, the customary charges for laboratory, library, health, infirmary or other similar fees, and such other information as the Administrator, by regulation, may require.

"(b) The subsistence and educational assistance allowances of an eligible veteran provided in sections 1680 and 1681 of this chapter shall be paid only for the period of his enrollment as approved by the Administrator, but no such allowances shall be paid—

"(1) to any veteran enrolled in a course which leads to a standard college degree for any period when such veteran is not pursuing his course in accordance with the regularly established policies and regulations of the educational institution and the requirements of this chapter, or of chapter 36;

"(2) to any veteran enrolled in a course which does not lead to a standard college degree (excluding programs of apprenticeship and programs of other on-job training authorized by section 1683 of this title) for any day of absence in excess of thirty days in a twelve-month period, not counting as absences weekends or legal holidays established by Federal or State law during which the institution is not regularly in session; or

"(3) to any veteran pursuing his program exclusively by correspondence for any period during which no lessons were serviced by the institution.

"(c) No subsistence or educational assistance allowance shall be paid to an eligible veteran enrolled in a course in an educational institution which does not lead to a standard college degree for any period until the Administrator shall have received—

"(1) from the eligible veteran a certification as to his actual attendance during such period or where the program is pursued by correspondence a certificate as to the number of lessons actually completed by the veteran and serviced by the institution; and

"(2) from the educational institution, a certification, or an endorsement on the veteran's certificate, that such veteran was enrolled in and pursuing a course of education during such period and, in the case of an institution furnishing education to a veteran exclusively by correspondence, a certificate, or an endorsement on the veteran's certificate, as to the number of lessons completed by the veteran and serviced by the institution.

Notwithstanding the foregoing, the Administrator may pay an educational assistance allowance representing the initial payment of an enrollment period, not exceeding one full month, upon receipt of a certificate of enrollment.

"(d) The Administrator may, pursuant to such regulations as he may prescribe, determine enrollment in, pursuit of, and attendance at, any program of education or course by an eligible veteran for any period for which a tuition assistance allowance is paid on his behalf or for which he receives a subsistence or educational assistance allowance under this chapter for pursuing such program or course."

SEC. 5. Section 1661 of title 38, United States Code, is amended by—

(a) inserting in subsection (a) immediately after the words "entitled to" the following: "tuition, subsistence or"; and

(b) inserting in subsection (c) immediately after the word "receive" the following: "tuition, subsistence or".

SEC. 6. Section 1662 of title 38, United States Code, is amended by—

(a) inserting in subsection (a) immediately after the word "No" the following: "tuition, subsistence or"; and

(b) inserting in subsection (c) immmediately after the words "date for which an educational" the following: ", tuition or subsistence".

SEC. 7. Section 1663 of title 38, United States Code, is amended by inserting immediately after the words "eligible for" the following: "tuition, subsistence or".

SEC. 8. Section 1671 of title 38, United States Code, is

amended by inserting in the second sentence thereof immediately after the words "entitled to the" the following: "tuition, subsistence or".

SEC. 9. Section 1674 of title 38, United States Code, is amended by inserting immediately after the words "shall discontinue the" the following: "subsistence or".

SEC. 10. Section 1676 of title 38, United States Code, is amended by inserting in the second sentence thereof immediately after the words "deny or discontinue the" the following: "subsistence or".

SEC. 11. Section 1687 of title 38, United States Code, is amended by inserting immediately after the words "may discontinue the" the following: "subsistence or".

SEC. 12. Section 1691 of title 38, United States Code, is amended by striking out in subsection (b) thereof the words "an educational assistance allowance as provided by sections 1681 and 1682 (a) and (b) of this title" and inserting in lieu thereof the following: "a tuition assistance and subsistence allowance under the provisions of section 1680 of this chapter if he is enrolled on a half-time basis or an educational assistance allowance under the provisions of section 1681 (1) (B) of this chapter if he is enrolled on less than a half-time basis".

SEC. 13. Section 1693 of title 38, United States Code, is amended to read as follows:

"The tuition, subsistence and educational assistance allowances authorized by section 1691 (b) of this chapter and the cost of individualized tutorial assistance authorized by section 1692 (b) of this chapter shall be paid without charge to any period of entitlement the veteran may have earned pursuant to section 1661 (a) of this title."

SEC. 14. Section 1781 of title 38, United States Code, is amended by inserting immediately after the word "No" the following: "tuition, subsistence or".

SEC. 15. Section 1789 of title 38, United States Code, is amended by striking out the words "an educational assistance" and inserting in lieu thereof the following: "a tuition, subsistence or educational assistance allowance on behalf of or".

SEC. 16. The table of sections at the beginning of chapter 35 is amended by—

(a) striking out:

"1681. Educational assistance allowance.
"1682. Computation of educational assistance allowances.";

and

(b) inserting in lieu thereof:

"1680. Tuition and subsistence allowances for institutional training.
"1681. Educational assistance allowances.
"1682. Educational certifications and limitations.".

SEC. 17. This Act shall become effective September 1, 1971.

The following identical bills were also considered by the Subcommittee:
[H.R. 10043, introduced by Mr. Esch (for himself, Mr. Aspin, Mr. Anderson of Illinois, Mr. Harrington, Mr. Fish, Mr. Schwengel, Mrs. Chisholm, Mr. Halpern, Eilberg, Mr. Miller of Ohio, Mr. Begich, and Mr. Cordova) on July 22, 1971:
Eilberg, Mr. Miller of Ohio, Mr. Begich, and Mr. Cordova) on July 22, 1971;
H.R. 10044, introduced by Mr. Esch (for himself, Mr. William D. Ford, Mr. Edwards of Calif., Mr. Nichols, Mr. Hillis, Mr. Fauntroy, Mr. Cederberg, Mr. Rosenthal, Mr. Blackburn, Mr. Moss, Mr. Grover, Mr. Donohue, Mr. Sarbanes, Mr. St. Germain, Mr. Dellums, and Mr. Roe) on July 22, 1971;
H.R. 10224, introduced by Mr. Patten on July 29, 1971;
H.R. 10432, introduced by Mr. Fraser on August 5, 1971;
H.R. 10603, introduced by Mr. Hogan on September 13, 1971; and
H.R. 10648, introduced by Mr. Horton on September 14, 1971.]

92D CONGRESS
1ST SESSION

H. R. 9627

IN THE HOUSE OF REPRESENTATIVES

JULY 7, 1971

Mr. ESCH introduced the following bill; which was referred to the Committee on Veterans' Affairs

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A BILL

To amend title 38, United States Code, to provide for the payment of tuition, subsistence, and educational assistance allowances on behalf of or to certain eligible veterans pursuing programs of education under chapter 34 of such title, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act may be cited as the "Vietnam Veterans' Act of 1971".

SEC. 2. Subchapter IV of chapter 34 of title 38, United States Code, is amended by inserting immediately before section 1681 the following new section:

I

"§ 1680. Tuition and subsistence assistance allowances for institutional training

"(a) In the case of an eligible veteran not on active duty who is pursuing a program of education or training at an approved educational or training institution on a half-time or more basis, the Administrator shall pay directly to the educational or training institution on behalf of such eligible veteran the customary cost of tuition, and such laboratory, library, health, infirmary, or other similar fees as are customarily charged, and shall pay for books, supplies, equipment, and other necessary expenses, excluding board, lodging, other living expenses, and travel, which similarly circumstanced nonveterans enrolled in the same courses are required to pay.

"(b) In no event shall the payment authorized by subsection (a) of this section exceed $1,000 for an ordinary school year. If the educational or training institution has no customary cost of tuition, a fair and reasonable rate of payment for tuition, fees, or other charges for such course or courses shall be determined by the Administrator.

"(c) In the event a veteran fails to complete his program of education after a tuition assistance allowance has been paid to the educational or training institution on his behalf, the Administrator shall, pursuant to such regulations as he may prescribe, require a pro rata refund of the tuition

assistance allowance based upon the uncompleted portion of the school year for which the allowance was paid.

"(d) While pursuing an approved program of education or training, other than cooperative or on-farm training, a veteran eligible for tuition assistance benefits under subsection (a) of this section shall be paid a monthly subsistence allowance as set forth in column II, III, IV, or V (whichever is applicable as determined by the veteran's dependency status) opposite the basis shown in column I:

"Column I	Column II	Column III	Column IV	Column V
Basis	No dependents	One dependent	Two dependents	More than two dependents
				The amount in column IV, plus the following for each dependent in excess of two:
Full time	$175	$205	$230	$13
Three-quarter time	128	152	177	10
Half time	81	100	114	7

"(e) (1) An eligible veteran entitled to tuition assistance under subsection (a) of this section and who is enrolled in an educational institution for a 'farm cooperative' program consisting of institutional agricultural courses prescheduled to fall within 44 weeks of any period of 12 consecutive months and who pursues such program on—

"(A) a full-time basis (a minimum of 12 clock hours per week),

"(B) a three-quarter-time basis (a minimum of 9 clock hours per week), or

"(C) a half-time basis (a minimum of 6 clock hours per week)

shall be eligible to receive a subsistence allowance at the appropriate rate provided in the table in paragraph (2) of this subsection, if such eligible veteran is concurrently engaged in agricultural employment which is relevant to such institutional agricultural courses as determined under standards prescribed by the Administrator.

"(2) The monthly subsistence allowance of an eligible veteran pursuing a farm cooperative program under this chapter shall be paid as set forth in column II, III, IV, or V (whichever is applicable as determined by the veteran's dependency status) opposite the basis shown in column I:

"Column I	Column II	Column III	Column IV	Column V
Basis	No dependents	One dependent	Two dependents	More than two dependents
				The amount in column IV, plus the following for each dependent in excess of two:
Full time	$141	$167	$192	$10
Three-quarter time	101	119	138	7
Half time	67	79	92	4

"(f) An eligible veteran, entitled to tuition assistance under subsection (a) of this section, who is enrolled in a 'cooperative program', other than 'farm cooperative' program, shall be paid a monthly subsistence allowance at the same rate paid for full-time 'farm cooperative' training as provided in subsection (e) of this section. For the purpose of this subsection, the term 'cooperative program', other than

a 'farm cooperative' program, means a full-time program of education which consists of institutional courses and alternate phases of training in the business or industrial establishment with such training being strictly supplemental to the institutional portion."

SEC. 3. Section 1681 of title 38, United States Code, is amended to read as follows:

"§ 1681. Educational assistance allowances

"(a) An educational assistance allowance shall be paid to each eligible individual pursuing a program of education while on active duty, or to an eligible veteran pursuing a program of education on less than a half-time basis or exclusively by correspondence, as follows:

"(1) The educational assistance allowance of an individual pursuing a program of education—

"(A) while on active duty, or

"(B) on less than a half-time basis,

shall be computed at the rate of (i) the established charges for tuition and fees which the institution requires similarly circumstanced nonveterans enrolled in the same program to pay, or (ii) $175 per month for a full-time course, whichever is the lesser. Notwithstanding provisions of section 1682 of this title, payment of the educational assistance allowance provided by this subsection may, and the educational assistance allowance provided by section 1696(b) shall, be made

to an eligible veteran in an amount computed for the entire quarter, semester, or term during the month immediately following the month in which certification is received from the educational institution that the veteran has enrolled in and is pursuing a program at such institution.

"(2) (A) The educational assistance allowance of an eligible veteran pursuing a program of education exclusively by correspondence shall be computed on the basis of the established charge which the institution requires nonveterans to pay for the course or courses pursued by the eligible veterans. The term 'established charge' as used herein means the charge for the course or courses determined on the basis of the lowest extended time payment plan offered by the institution and approved by the appropriate State approving agency or the actual cost to the eligible veteran, whichever is the lesser. Such allowances shall be paid quarterly on a pro rata basis for the lessons completed by the veteran and serviced by the institution, as certified by the institution.

"(B) The period of entitlement of any eligible veteran who is pursuing any program of education exclusively by correspondence shall be charged with one month for each $175 which is paid to the veteran as an educational assistance allowance for such course.

"(b) (1) The educational assistance allowance of a veteran pursuing a program of flight training (except as

provided in section 1673 (b) of this chapter), shall be paid in accordance with the provisions of section 1677 of this chapter.

"(2) The educational assistance allowance of a veteran pursuing a program of apprenticeship or other on-job training shall be paid in accordance with the provisions of section 1683 of this chapter.

"(c) The tuition and subsistence allowances payable under section 1680 of this chapter and the educational assistance allowance payable under this section shall be paid as soon as practicable after the Administrator is assured of the veteran's enrollment in and pursuit of the program of education for the period for which such allowance is to be paid."

SEC. 4. Section 1682 of title 38, United States Code, is amended to read as follows:

"§ 1682. Educational certifications and limitations

"(a) No tuition assistance allowance shall be paid to an educational or training institution on behalf of an eligible veteran under section 1680 of this chapter until the Administrator shall have received from such institution a certification of the actual enrollment of the eligible veteran at such institution, the number of semester or clock hours of attendance he is to pursue, the customary cost of tuition, the customary cost of books, supplies, equipment, and related expenses, the customary charges for laboratory, library, health, infirmary, or other similar fees, and such other information as the Administrator, by regulation, may require.

"(b) The subsistence and educational assistance allowances of an eligible veteran provided in sections 1680 and 1681 of this chapter shall be paid only for the period of his enrollment as approved by the Administrator, but no such allowances shall be paid—

"(1) to any veteran enrolled in a course which leads to a standard college degree for any period when such veteran is not pursuing his course in accordance with the regularly established policies and regulations of the educational institution and the requirements of this chapter, or of chapter 36;

"(2) to any veteran enrolled in a course which does not lead to a standard college degree (excluding programs of apprenticeship and programs of other on-job training authorized by section 1683 of this title) for any day of absence in excess of thirty days in a twelve-month period, not counting as absences weekends or legal holidays established by Federal or State law during which the institution is not regularly in session; or

"(3) to any veteran pursuing his program exclusively by correspondence for any period during which no lessons were serviced by the institution.

"(c) No subsistence or educational assistance allowance shall be paid to an eligible veteran enrolled in a course in an educational institution which does not lead to a standard college degree for any period until the Administrator shall have received—

"(1) from the eligible veteran a certification as to his actual attendance during such period or where the program is pursued by correspondence a certificate as to the number of lessons actually completed by the veteran and serviced by the institution; and

"(2) from the educational institution, a certification, or an endorsement on the veteran's certificate, that such veteran was enrolled in and pursuing a course of education during such period and, in the case of an institution furnishing education to a veteran exclusively by correspondence, a certificate, or an endorsement on the veteran's certificate, as to the number of lessons completed by the veteran and serviced by the institution.

Notwithstanding the foregoing, the Administrator may pay an educational assistance allowance representing the initial payment of an enrollment period, not exceeding one full month, upon receipt of a certificate of enrollment.

"(d) The Administrator may, pursuant to such regulations as he may prescribe, determine enrollment in, pursuit of, and attendance at, any program of education or course by an eligible veteran for any period for which a tuition assistance allowance is paid on his behalf or for which he receives a subsistence or educational assistance allowance under this chapter for pursuing such program or course."

SEC. 5. Section 1661 of title 38, United States Code, is amended by—

(a) inserting in subsection (a) immediately after the words "entitled to" the following: "tuition, subsistence or"; and

(b) inserting in subsection (c) immediately after the word "receive" the following: "tuition, subsistence or".

SEC. 6. Section 1662 of title 38, United States Code, is amended by—

(a) inserting in subsection (a) immediately after the word "No" the following: "tuition, subsistence or"; and

(b) inserting in subsection (c) immediately after the words "date for which an educational" the following: ", tuition or subsistence".

SEC. 7. Section 1663 of title 38, United States Code, is

amended by inserting immediately after the words "eligible for" the following: "tuition, subsistence or".

SEC. 8. Section 1671 of title 38, United States Code, is amended by inserting in the second sentence thereof immediately after the words "entitled to the" the following: "tuition, subsistence or".

SEC. 9. Section 1674 of title 38, United States Code, is amended by inserting immediately after the words "shall discontinue the" the following: "subsistence or".

SEC. 10. Section 1676 of title 38, United States Code, is amended by inserting in the second sentence thereof immediately after the words "deny or discontinue the" the following: "subsistence or".

SEC. 11. Section 1687 of title 38, United States Code, is amended by inserting immediately after the words "may discontinue the" the following: "subsistence or".

SEC. 12. Section 1691 of title 38, United States Code, is amended by striking out in subsection (b) thereof the words "an educational assistance allowance as provided by sections 1681 and 1682 (a) and (b) of this title; except that no enrollment in adult evening secondary school courses shall be approved in excess of half-time training as defined pursuant to section 1684 of this title." and inserting in lieu thereof the following: "a tuition assistance and subsistence allowance under the provisions of section

1680 of this chapter if he is enrolled on a half-time basis or an educational assistance allowance under the provisions of section 1681 (1) (B) of this chapter if he is enrolled on less than a half-time basis".

SEC. 13. Section 1693 of title 38, United States Code, is amended to read as follows:

"The tuition, subsistence and educational assistance allowances authorized by section 1691 (b) of this chapter and the cost of individualized tutorial assistance authorized by section 1692 (b) of this chapter shall be paid without charge to any period of entitlement the veteran may have earned pursuant to section 1661 (a) of this title."

SEC. 14. Section 1781 of title 38, United States Code, is amended by inserting immediately after the word "No" the following: "tuition, subsistence or".

SEC. 15. Section 1789 of title 38, United States Code, is amended by striking out the words "an educational assistance" and inserting in lieu thereof the following: "a tuition, subsistence or educational assistance allowance on behalf of or".

SEC. 16. The table of sections at the beginning of chapter 35 is amended by—

(a) striking out:

"1681. Educational assistance allowance.
"1682. Computation of educational assistance allowances.";

and

(b) inserting in lieu thereof:

"1680. Tuition and subsistence allowances for institutional training.
"1681. Educational assistance allowances.
"1682. Educational certifications and limitations.".

SEC. 17. This Act shall become effective September 1, 1971.

92d CONGRESS
1st Session

H. R. 9662

IN THE HOUSE OF REPRESENTATIVES

July 8, 1971

Mr. O'Hara introduced the following bill; which was referred to the Committee on Veterans' Affairs

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A BILL

To amend chapter 34 of title 38 of the United States Code to restore entitlement to educational benefits to veterans of World War II and the Korean conflict.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That section 1651 of title 38, United States Code, is amended by adding at the end thereof the following new sentence: "In addition to the purposes set forth in the preceding sentence, it shall be a purpose of this chapter to restore entitlement to educational assistance to veterans of World War II and the Korean conflict who failed to exhaust their entitlement to education and training under part VIII of Veterans Regulation 1 (a); title II of the Veterans' Readjustment Assistance Act of 1952; or Public Law 85-857, respectively."

SEC. 2. Section 1652 (a) (1) of title 38, United States Code, is amended (1) by striking out "or (B)" and inserting in lieu thereof ", (B)" and (2) by inserting immediately before the period at the end thereof the following: ", or (C) was entitled to receive education and training under the provisions of part VIII of Veterans Regulation Numbered 1 (a), title II of the Veterans' Readjustment Assistance Act of 1952, or under Public Law 85-857 and either received no such education and training or received such education and training for less than the maximum period to which he was entitled under such provisions".

SEC. 3. Each veteran, eligible for education and training under the provisions of section 1652 (a) (1) (C) of this chapter, shall be entitled to educational assistance for a period equal to the period of his unused entitlement to education and training under part VIII of Veterans Regulation Numbered 1 (a), the Veterans' Readjustment Assistance Act of 1952, or Public Law 85-857, as applicable.

SEC. 4. Section 1662 (a) of title 38, United States Code, is amended by adding thereto: "*Provided*, That in the case of any veteran whose eligibility for benefits arises from section 1652 (a) (1) (C) of this chapter, the eight years delimitation period shall run from the date of the enactment of this proviso."

92D CONGRESS
1ST SESSION

H. R. 9779

IN THE HOUSE OF REPRESENTATIVES

JULY 14, 1971

MRS. GRASSO introduced the following bill; which was referred to the Committee on Veterans' Affairs

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A BILL

To increase educational and training assistance allowances payable under title 38 of the United States Code.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That (a) the monthly educational assistance allowance payable for months after December 1971 under column II, III, IV, or V of subsection (a) (1) or (d) (2) of section 1682 of title 38, United States Code, for any institutional, cooperative, or farm cooperative program of education shall be an amount equal to the sum of (1) the monthly allowance payable under such column for December 1971, and (2) the product of the amount specified in clause (1) multiplied by 59.1 per centum.

(b) Subsections (b) and (c) (2) of such section 1682 are each amended by striking out "$175" and inserting in lieu thereof "$277".

SEC. 2. The monthly training assistance allowance payable for months after December 1971 under section 1683 (b) (1) of title 38, United States Code, for a period of training thereunder shall be an amount equal to the sum of (1) the monthly training assistance allowance payable under such section for January 1971, and (2) the product of the amount specified in clause (1) multiplied by 59.1 per centum.

SEC. 3. (a) Section 1732 (a) (1) (A) and (a) (2) (B) of title 38, United States Code, are each amended by striking out "$175" and inserting in lieu thereof "$277".

(b) Section 1732 (a) (1) (B) of such title is amended by striking out "$128" and inserting in lieu thereof "$204".

(c) Section 1732 (a) (1) (C) of such title is amended by striking out "$81" and inserting in lieu thereof "$129".

(d) Section 1732 (b) is amended by striking out "$141" and inserting in lieu thereof "$224".

SEC. 4. The amendments made by subsection (b) of the first section of this Act and by section 3 shall apply with respect to January 1972 and months thereafter.

SEC. 5. If at any time after January 1972 the minimum wage required pursuant to section 6 of the Fair Labor Standards Act of 1938 is increased, the Administrator of Veterans' Affairs shall increase, by a per centum equal to the per centum increase in such wage, the assistance allowances payable under sections 1682 (a) (1) (b), (c) (2), and (d) (2), 1683 (b) (1), and 1732 (a) (1) (A), (B), and (C), (a) (2) (B), and (b), effective for the month in which such increased minimum wage is first payable, and for months thereafter.

92D CONGRESS
1ST SESSION

H. R. 9823

IN THE HOUSE OF REPRESENTATIVES

JULY 15, 1971

Mr. HELSTOSKI introduced the following bill; which was referred to the Committee on Veterans' Affairs

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A BILL

To provide equitable treatment of veterans enrolled in vocational education courses.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That section 1681 (b) (2) of title 38, United States Code, is amended to read as follows:

"(2) to any veteran enrolled in a course which does not lead to a standard college degree for any day of absence in excess of thirty days in a twelve-month period, not counting as absences weekends, legal holidays established by Federal or State law during which the institution is not regularly in session, or vacation periods established by the institution in conjunction with such holidays; or".

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92D CONGRESS
1ST SESSION

H. R. 9824

IN THE HOUSE OF REPRESENTATIVES

JULY 15, 1971

Mr. HELSTOSKI introduced the following bill; which was referred to the Committee on Veterans' Affairs

A BILL

To amend chapter 34 of title 38, United States Code, to provide additional educational benefits to veterans who have served in the Indochina theater of operations during the Vietnam era.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That chapter 34 of title 38, United States Code, is amended by adding after section 1683 a new section as follows:

"§ 1683A. Educational assistance for eligible Vietnam veterans

"(a) Notwithstanding any other provision of this chapter, payments for educational assistance shall be made to eligible Vietnam veterans under this section rather than under the preceding provisions of this subchapter.

"(b) The Administrator shall reimburse any eligible Vietnam veteran enrolled in a full-time or part-time course of education or training under this chapter (including a cooperative program) for costs incurred by such veteran for tuition, for laboratory, library, health, infirmary, and other similar fees, and for expenses incurred for books, supplies, equipment, and other necessary expenses, exclusive of board, lodging, other living expenses, and travel, as are generally required for the successful pursuit and completion of the course of education or training in which such veteran is enrolled. In no event shall payment made to an eligible Vietnam veteran under this section for any expense incurred by such veteran exceed the customary amount paid by other students in the same institution for the same service, privilege, material, or equipment; and in no event shall the total payments made to or on behalf of any veteran under this subsection exceed $3,000 for an ordinary school year, unless the veteran elects to have such customary charges paid in excess of such limitation, in which event there shall be charged against his period of eligibility the proportion of an ordinary school year which such excess bears to $3,000. No payments for tuition or enrollment shall be paid to any veteran for apprentice training on the job. Payments for tuition and other expenses incurred by any eligible Vietnam veteran may be made by the Administrator to such veteran under this subsection on the basis of such reasonable evidence as the Administrator may require.

"(c) Except as provided in subsection (d) of this section, while pursuing a program of education under this chapter of half-time or more, an eligible Vietnam veteran shall be paid the monthly subsistence allowance set forth in column II, III, IV, V, or VI (whichever is applicable as determined by the veteran's dependency status) opposite the extent of program participation shown in column I:

Col. I, extent of participation in program	Col. II, no dependents	Col. III, 1 dependent	Col. IV, 2 dependents	Col. V, 3 dependents	Col. VI, more than 3 dependents
Full time	$214	$280	$347	$414	$61
¾ time	157	207	272	315	47
½ time	99	137	172	206	33[1]

[1] The amount in col. V, plus the following for each dependent in excess of 3.

"(d) An eligible Vietnam veteran receiving compensation for productive labor whether performed as part of his apprentice or other training on the job at institutions, business or other establishments, or otherwise, shall be entitled to receive such lesser sums, if any, as subsistence or dependency allowances as may be determined by the Administrator. In no event, however, shall the rate of such allowance plus the compensation received exceed $600 per month for a veteran without a dependent, or $720 per month for a veteran with one dependent, or $850 for a veteran with two or more dependents. Only so much of the compensation as is derived from productive labor based on the standard workweek for the particular trade or industry, exclusive of overtime, shall be considered in computing the rate of allowances payable under this subsection.

"(e) The Administrator shall prescribe such regulations as he deems necessary or appropriate to implement the provisions of this section.

"(f) For purposes of this section—

"(1) The term 'eligible Vietnam veteran' means any veteran who (A) served on active duty for one hundred eighty days or more in the Indochina theater of operations, any part of which occurred during the Vietnam era, and was discharged or released therefrom under conditions other than dishonorable, or (B) served on active duty for any period of time in the Indochina theater of operations during the Vietnam era if his tour of duty in such theater of operations was terminated as a result of an injury suffered or disease contracted in line of duty while serving in such theater of operations, and was discharged or released from such active duty under conditions other than dishonorable, or (C) was discharged or released from active duty for a service-connected disability incurred as the result of service performed in the Indochina theater of operations during the Vietnam era.

'(2) The term 'Indochina theater of operations' means North or South Vietnam, Cambodia, or Laos."

SEC. 2. Section 1691 (b) of title 38, United States Code, is amended by striking out the semicolon after the word "title" and inserting in lieu thereof a comma and the following: "and shall pay to an eligible Vietnam veteran (as defined in section 1683A (f) of this title) pursuing a course or courses pursuant to such subsection, educational assistance as provided in section 1683A of this title;".

SEC. 3. The table of sections at the beginning of chapter 34 of title 38, United States Code, is amended by adding below

"1683. Apprentice or other on-job training."

the following:

"1683A. Educational assistance for eligible Vietnam veterans."

SEC. 4. The amendments made by this Act shall become effective on the first day of the second calendar month following the month in which this Act is enacted. No benefits shall be paid to any person for any period prior to such effective date.

92d CONGRESS
1st Session

H. R. 9894

IN THE HOUSE OF REPRESENTATIVES

July 19, 1971

Mr. William D. Ford introduced the following bill; which was referred to the Committee on Veterans' Affairs

A BILL

To amend title 38, United States Code, in order to designate certain adult evening high school courses as full-time courses for purposes of educational assistance allowance payments.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That section 1684 (a) (3) of title 38, United States Code, is amended by inserting "(A)" immediately after "(3)"; and by adding at the end thereof the following:

"(B) an adult evening high school course in which two or more Carnegie units are required per semester shall be considered a full-time course;".

Sec. 2. The amendment made by the first section of this Act shall take effect on the first day of the month after the month in which this Act is enacted.

92d CONGRESS
1st Session

H. R. 9968

IN THE HOUSE OF REPRESENTATIVES

July 21, 1971

Mr. Stokes introduced the following bill; which was referred to the Committee on Veterans' Affairs

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A BILL

To amend title 38, United States Code, to establish a ten-year delimiting period for educational benefits thereunder in the case of Vietnam era veterans.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That section 1662 of title 38, United States Code, is amended—

(1) by amending subsection (a) to read as follows:

"(a) No educational assistance shall be afforded an eligible veteran under this chapter beyond the date eight years after his last discharge or release from active duty after January 31, 1955, unless such veteran served on active duty during the Vietnam era in which case no such educational assistance shall be afforded beyond the date ten years after his last discharge or release."; and

(2) by inserting immediately after "8-year delimiting period" in subsection (b) thereof the following: ", or 10-year delimiting period, as the case may be,".

92D CONGRESS
1ST SESSION

H. R. 10166

IN THE HOUSE OF REPRESENTATIVES

JULY 28, 1971

Mr. TEAGUE of Texas (by request) introduced the following bill; which was referred to the Committee on Veterans' Affairs

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A BILL

To amend chapter 35 of title 38, United States Code, to permit eligible wives and widows to pursue a program of education through correspondence courses.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That (a) paragraph (6) of subsection (a) of title 38, United States Code, is amended to read as follows:

"(6) The term 'educational institution' means any public or private elementary school, secondary school, vocational school, correspondence school (for wives and widows only), business school, junior school, teachers college, college, normal school, professional school, university, or scientific or technical institution, or any other institution if it furnishes education at the secondary level or above.”

(b) Subsection (c) of section 1723 of this title is amended by inserting immediately after “any course to be pursued by correspondence” the following: “(except for wives and widows)”.

92D CONGRESS
1ST SESSION

H. R. 10168

IN THE HOUSE OF REPRESENTATIVES

JULY 28, 1971

MR. TEAGUE of Texas (by request) introduced the following bill; which was referred to the Committee on Veterans' Affairs

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A BILL

To amend chapter 34 of title 38, United States Code, in order to increase the educational assistance allowance, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That the table (prescribing educational assistance allowance rates for eligible veterans pursuing educational programs on half-time or more basis) continued in paragraph (1) of section 1682 (a) of title 38, United States Code, is amended to read as follows:

"Column I	Column II	Column III	Column IV	Column V
Type of program	No dependents	One dependent	Two dependents	More than two dependents
				The amount in Column IV, plus the following for each dependent in excess of two:
Institutional:				
Full-time	$210	$240	$265	$15
Three-quarter time	154	178	203	13
Half-time	98	117	131	9
Cooperative	169	200	230	12".

SEC. 2. Section 1682 of title 38, United States Code, is amended by adding the following two new subsections:

"(d) The Administrator shall reimburse each veteran receiving educational assistance under this section for the costs of necessary textbooks while pursuing such a program.

"(e) The Administrator shall adjust the assistance allowance provided under this section annually, in accordance with the average percentage change in the cost of tuition and the cost of living for the preceding calendar year."

SEC. 3. Section 1661 (c) of title 38, United States Code, is amended by striking out "thirty six" and inserting in lieu thereof "forty-eight."

92d CONGRESS
1st Session

H. R. 10169

IN THE HOUSE OF REPRESENTATIVES

July 28, 1971

Mr. Teague of Texas (by request) introduced the following bill; which was referred to the Committee on Veterans' Affairs

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A BILL

To amend chapter 31, United States Code, so as to increase the monthly subsistence allowance, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That columns II, III, or IV of subsection 1504 (b) of title 38, United States Code, are amended to read as follows:

"Column I	Column II	Column III	Column IV
Type of training	No dependents	One dependent	Two or more dependents
Institutional:			
Full time	$162	$208	$237
Three-quarter time	118	153	176
Half time	81	105	116
Institutional on-farm apprentice or other on-job training: Full time	142	177	206".

(b) This subsection is further amended by striking out "$6" and inserting in lieu thereof "$8".

SEC. 2. Section 1504 of title 38, United States Code, is amended by adding the following new subsection:

"(e) The Administrator shall adjust the subsistence allowances under this section annually in accordance with the average percentage change in the cost of living for the preceding calendar year."

[H.R. 10603, an identical bill introduced by Mr. Hogan on September 13, 1971, was also considered by the Subcommittee.]

92D CONGRESS
1ST SESSION

H. R. 10432

IN THE HOUSE OF REPRESENTATIVES

AUGUST 5, 1971

Mr. FRASER introduced the following bill; which was referred to the Committee on Veterans' Affairs

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A BILL

To increase educational benefits for veterans.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act may be cited as the "GI Bill Education Act of 1971".

SEC. 2. Subchapter IV of chapter 34 of title 38, United States Code, is amended by inserting immediately before section 1681 the following new section:

"§ 1680. Tuition and subsistence assistance allowances for institutional training

"(a) In the case of an eligible veteran not on active duty who is pursuing a program of education or training at an approved educational or training institution on a half-time or more basis, the Administrator shall pay directly to the educational or training institution on behalf of such eligible veteran the customary cost of tuition, and such laboratory, library, health, infirmary, or other similar fees as are customarily charged, and shall pay for books, supplies, equipment, and other necessary expenses, excluding board, lodging, other living expenses, and travel, which similarly circumstanced nonveterans enrolled in the same courses are required to pay.

"(b) In no event shall the payment authorized by subsection (a) of this section exceed $1,000 for an ordinary school year. If the educational or training institution has no customary cost of tuition, a fair and reasonable rate of payment for tuition, fees, or other charges for such course or courses shall be determined by the Administrator.

"(c) In the event a veteran fails to complete his program of education after a tuition assistance allowance has been paid to the educational or training institution on his behalf, the Administrator shall, pursuant to such regulations as he may prescribe, require a pro rata refund of the tuition

assistance allowance based upon the uncompleted portion of the school year for which the allowance was paid.

"(d) While pursuing an approved program of education or training, other than cooperative or on-farm training, a veteran eligible for tuition assistance benefits under subsection (a) of this section shall be paid a monthly subsistence allowance as set forth in column II, III, IV, or V (whichever is applicable as determined by the veteran's dependency status) opposite the basis shown in column I:

"Column I	Column II	Column III	Column IV	Column V
Basis	No dependents	One dependent	Two dependents	More than two dependents
				The amount in column IV, plus the following for each dependent in excess of two:
Full time	$175	$205	$230	$13
Three-quarter time	128	152	177	10
Half time	81	100	114	7

"(e) (1) An eligible veteran entitled to tuition assistance under subsection (a) of this section and who is enrolled in an educational institution for a 'farm cooperative' program consisting of institutional agricultural courses prescheduled to fall within 44 weeks of any period of 12 consecutive months and who pursues such program on—

"(A) a full-time basis (a minimum of 12 clock hours per week),

"(B) a three-quarter-time basis (a minimum of 9 clock hours per week), or

"(C) a half-time basis (a minimum of 6 clock hours per week)

shall be eligible to receive a subsistence allowance at the appropriate rate provided in the table in paragraph (2) of this subsection, if such eligible veteran is concurrently engaged in agricultural employment which is relevant to such institutional agricultural courses as determined under standards prescribed by the Administrator.

"(2) The monthly subsistence allowance of an eligible veteran pursuing a farm cooperative program under this chapter shall be paid as set forth in column II, III, IV, or V (whichever is applicable as determined by the veteran's dependency status) opposite the basis shown in column I:

"Column I	Column II	Column III	Column IV	Column V
Basis	No dependents	One dependent	Two dependents	More than two dependents
				The amount in column IV, plus the following for each dependent in excess of two:
Full time	$141	$167	$192	$10
Three-quarter time	101	119	138	7
Half time	67	79	92	4

"(f) An eligible veteran, entitled to tuition assistance under subsection (a) of this section, who is enrolled in a 'cooperative program', other than 'farm cooperative' program, shall be paid a monthly subsistence allowance at the same rate paid for full-time 'farm cooperative' training as provided in subsection (e) of this section. For the purpose of this subsection, the term 'cooperative program', other than

a 'farm cooperative' program, means a full-time program of education which consists of institutional courses and alternate phases of training in the business or industrial establishment with such training being strictly supplemental to the institutional portion."

SEC. 3. Section 1681 of title 38, United States Code, is amended to read as follows:

"§ 1681. Educational assistance allowances

"(a) An educational assistance allowance shall be paid to each eligible individual pursuing a program of education while on active duty, or to an eligible veteran pursuing a program of education on less than a half-time basis or exclusively by correspondence, as follows:

"(1) The educational assistance allowance of an individual pursuing a program of education—

"(A) while on active duty, or

"(B) on less than a half-time basis,

shall be computed at the rate of (i) the established charges for tuition and fees which the institution requires similarly circumstanced nonveterans enrolled in the same program to pay, or (ii) $175 per month for a full-time course, whichever is the lesser. Notwithstanding provisions of section 1682 of this title, payment of the educational assistance allowance provided by this subsection may, and the educational assistance allowance provided by section 1696 (b) shall, be made

to an eligible veteran in an amount computed for the entire quarter, semester, or term during the month immediately following the month in which certification is received from the educational institution that the veteran has enrolled in and is pursuing a program at such institution.

"(2) (A) The educational assistance allowance of an eligible veteran pursuing a program of education exclusively by correspondence shall be computed on the basis of the established charge which the institution requires nonveterans to pay for the course or courses pursued by the eligible veterans. The term 'established charge' as used herein means the charge for the course or courses determined on the basis of the lowest extended time payment plan offered by the institution and approved by the appropriate State approving agency or the actual cost to the eligible veteran, whichever is the lesser. Such allowances shall be paid quarterly on a pro rata basis for the lessons completed by the veteran and serviced by the institution, as certified by the institution.

"(B) The period of entitlement of any eligible veteran who is pursuing any program of education exclusively by correspondence shall be charged with one month for each $175 which is paid to the veteran as an educational assistance allowance for such course.

"(b) (1) The educational assistance allowance of a veteran pursuing a program of flight training (except as

provided in section 1673 (b) of this chapter), shall be paid in accordance with the provisions of section 1677 of this chapter.

"(2) The educational assistance allowance of a veteran pursuing a program of apprenticeship or other on-job training shall be paid in accordance with the provisions of section 1683 of this chapter.

"(c) The tuition and subsistence allowances payable under section 1680 of this chapter and the educational assistance allowance payable under this section shall be paid as soon as practicable after the Administrator is assured of the veteran's enrollment in and pursuit of the program of education for the period for which such allowance is to be paid."

SEC. 4. Section 1682 of title 38, United States Code, is amended to read as follows:

"§ 1682. Educational certifications and limitations

"(a) No tuition assistance allowance shall be paid to an educational or training institution on behalf of an eligible veteran under section 1680 of this chapter until the Administrator shall have received from such institution a certification of the actual enrollment of the eligible veteran at such institution, the number of semester or clock hours of attendance he is to pursue, the customary cost of tuition, the customary cost of books, supplies, equipment, and related expenses, the customary charges for laboratory, library, health, infirmary, or other similar fees, and such other information as the Administrator, by regulation, may require.

"(b) The subsistence and educational assistance allowances of an eligible veteran provided in sections 1680 and 1681 of this chapter shall be paid only for the period of his enrollment as approved by the Administrator, but no such allowances shall be paid—

"(1) to any veteran enrolled in a course which leads to a standard college degree for any period when such veteran is not pursuing his course in accordance with the regularly established policies and regulations of the educational institution and the requirements of this chapter, or of chapter 36;

"(2) to any veteran enrolled in a course which does not lead to a standard college degree (excluding programs of apprenticeship and programs of other on-job training authorized by section 1683 of this title) for any day of absence in excess of thirty days in a twelve-month period, not counting as absences weekends or legal holidays established by Federal or State law during which the institution is not regularly in session; or

"(3) to any veteran pursuing his program exclusively by correspondence for any period during which no lessons were serviced by the institution.

"(c) No subsistence or educational assistance allowance shall be paid to an eligible veteran enrolled in a course in an educational institution which does not lead to a standard college degree for any period until the Administrator shall have received—

"(1) from the eligible veteran a certification as to his actual attendance during such period or where the program is pursued by correspondence a certificate as to the number of lessons actually completed by the veteran and serviced by the institution; and

"(2) from the educational institution, a certification, or an endorsement on the veteran's certificate, that such veteran was enrolled in and pursuing a course of education during such period and, in the case of an institution furnishing education to a veteran exclusively by correspondence, a certificate, or an endorsement on the veteran's certificate, as to the number of lessons completed by the veteran and serviced by the institution.

Notwithstanding the foregoing, the Administrator may pay an educational assistance allowance representing the initial payment of an enrollment period, not exceeding one full month, upon receipt of a certificate of enrollment.

"(d) The Administrator may, pursuant to such regulations as he may prescribe, determine enrollment in, pursuit of, and attendance at, any program of education or course by an eligible veteran for any period for which a tuition assistance allowance is paid on his behalf or for which he receives a subsistence or educational assistance allowance under this chapter for pursuing such program or course."

SEC. 5. Section 1661 of title 38, United States Code, is amended by—

(a) inserting in subsection (a) immediately after the words "entitled to" the following: "tuition, subsistence or"; and

(b) inserting in subsection (c) immediately after the word "receive" the following: "tuition, subsistence or".

SEC. 6. Section 1662 of title 38, United States Code, is amended by—

(a) inserting in subsection (a) immediately after the word "No" the following: "tuition, subsistence or"; and

(b) inserting in subsection (c) immediately after the words "date for which an educational" the following: ", tuition or subsistence".

SEC. 7. Section 1663 of title 38, United States Code, is

amended by inserting immediately after the words "eligible for" the following: "tuition, subsistence or".

Sec. 8. Section 1671 of title 38, United States Code, is amended by inserting in the second sentence thereof immediately after the words "entitled to the" the following: "tuition, subsistence or".

Sec. 9. Section 1674 of title 38, United States Code, is amended by inserting immediately after the words "shall discontinue the" the following: "subsistence or".

Sec. 10. Section 1676 of title 38, United States Code, is amended by inserting in the second sentence thereof immediately after the words "deny or discontinue the" the following: "subsistence or".

Sec. 11. Section 1687 of title 38, United States Code, is amended by inserting immediately after the words "may discontinue the" the following: "subsistence or".

Sec. 12. Section 1691 of title 38, United States Code, is amended by striking out in subsection (b) thereof the words "an educational assistance allowance as provided by sections 1681 and 1682 (a) and (b) of this title; except that no enrollment in adult evening secondary school courses shall be approved in excess of half-time training as defined pursuant to section 1684 of this title." and inserting in lieu thereof the following: "a tuition assistance and subsistence allowance under the provisions of section

1680 of this chapter if he is enrolled on a half-time basis or an educational assistance allowance under the provisions of section 1681 (1) (B) of this chapter if he is enrolled on less than a half-time basis".

SEC. 13. Section 1693 of title 38, United States Code, is amended to read as follows:

"The tuition, subsistence and educational assistance allowances authorized by section 1691 (b) of this chapter and the cost of individualized tutorial assistance authorized by section 1692 (b) of this chapter shall be paid without charge to any period of entitlement the veteran may have earned pursuant to section 1661 (a) of this title."

SEC. 14. Section 1781 of title 38, United States Code, is amended by inserting immediately after the word "No" the following: "tuition, subsistence or".

SEC. 15. Section 1789 of title 38, United States Code, is amended by striking out the words "an educational assistance" and inserting in lieu thereof the following: "a tuition, subsistence or educational assistance allowance on behalf of or".

SEC. 16. The table of sections at the beginning of chapter 35 is amended by—

(a) striking out:

"1681. Educational assistance allowance.
"1682. Computation of educational assistance allowances.";

and

(b) inserting in lieu thereof:

"1680. Tuition and subsistence allowances for institutional training.
"1681. Educational assistance allowances.
"1682. Educational certifications and limitations.".

SEC. 17. This Act shall become effective September 1, 1971.

92d CONGRESS
1st Session

H. R. 10504

IN THE HOUSE OF REPRESENTATIVES

August 6, 1971

Mr. Symington introduced the following bill; which was referred to the Committee on Veterans' Affairs

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A BILL

To amend title 38, United States Code, to provide for the payment of tuition, subsistence, and educational assistance allowances on behalf of or to certain eligible veterans pursuing programs of education under chapter 34 of such title; to apply automatic cost of living increases to subsistence allowances; and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act may be cited as the "Veterans' Readjustment Benefits Act of 1971".

Sec. 2. Subchapter IV of chapter 34 of title 38, United States Code, is amended by inserting immediately before section 1681 the following new section:

"§ 1680. Tuition and subsistence assistance allowances for institutional training

"(a) In the case of an eligible veteran not on active duty who is pursuing a program of education or training at an approved educational or training institution on a half-time or more basis, the Administrator shall pay directly to the educational or training institution on behalf of such eligible veteran the customary cost of tuition, and such laboratory, library, health, infirmary, or other similar fees as are customarily charged, and shall pay for books, supplies, equipment, and other necessary expenses, including board, lodging, other living expenses, and travel, which similarly circumstanced nonveterans enrolled in the same courses are required to pay.

"(b) (1) Except as provided in paragraph (2), in no event shall the payment authorized by subsection (a) of this section exceed $1,000 for an ordinary school year. If the educational or training institution has no customary cost of tuition, a fair and reasonable rate of payment for tuition, fees, or other charges for such course or courses shall be determined by the Administrator.

"(2) An eligible veteran may, however, elect to receive more than $1,000 in tuition costs during any ordinary school year. Any such excess tuition may be elected only in multiples of $111 and the period of entitlement of any eligible veteran shall be charged with one month for each $111 which is paid to him under this paragraph.

"(c) In the event a veteran fails to complete his program of education after a tuition assistance allowance has been paid to the educational or training institution on his behalf, the Administrator shall, pursuant to such regulations as he may prescribe, require a pro rata refund of the tuition assistance allowance based upon the uncompleted portion of the school year for which the allowance was paid.

"(d) While pursuing an approved program of education or training, other than cooperative or on-farm training, a veteran eligible for tuition assistance benefits under subsection (a) of this section shall be paid a monthly subsistence allowance as set forth in column II, III, IV, or V (whichever is applicable as determined by the veteran's dependency status) opposite the basis shown in column I:

"Column I	Column II	Column III	Column IV	Column V
Basis	No dependents	One dependent	Two dependents	More than two dependents
				The amount in column IV, plus the following for each dependent in excess of two:
Full time	$174	$227	$287	$46
Three-quarter time	128	166	210	34
Half time	81	104	132	21

"(e) (1) An eligible veteran entitled to tuition assistance under subsection (a) of this section and who is enrolled in an educational institution for a 'farm cooperative' program consisting of institutional agricultural courses prescheduled to fall within 44 weeks of any period of 12 consecutive months and who pursues such program on—

“(A) a full-time basis (a minimum of 12 clock hours per week),

“(B) a three-quarter-time basis (a minimum of 9 clock hours per week), or

“(C) a half-time basis (a minimum of 6 clock hours per week)

shall be eligible to receive a subsistence allowance at the appropriate rate provided in the table in paragraph (2) of this subsection, if such eligible veteran is concurrently engaged in agricultural employment which is relevant to such institutional agricultural courses as determined under standards prescribed by the Administrator.

“(2) The monthly subsistence allowance of an eligible veteran pursuing a farm cooperative program under this chapter shall be paid as set forth in column II, III, IV, or V (whichever is applicable as determined by the veteran's dependency status) opposite the basis shown in column I:

“Column I	Column II	Column III	Column IV	Column V
Basis	No dependents	One dependent	Two dependents	More than two dependents
				The amount in column IV, plus the following for each dependent in excess of two:
Full time	$141	$167	$192	$10
Three-quarter time	101	119	138	7
Half time	67	79	92	4

“(f) An eligible veteran, entitled to tuition assistance under subsection (a) of this section, who is enrolled in a 'cooperative program', other than 'farm cooperative' program, shall be paid a monthly subsistence allowance at the same rate paid for full-time 'farm cooperative' training as provided in subsection (e) of this section. For the purpose of this subsection, the term 'cooperative program', other than a 'farm cooperative' program, means a full-time program of education which consists of institutional courses and alternate phases of training in the business or industrial establishment with such training being strictly supplemental to the institutional portion.

"(g) (1) As soon as possible after the beginning of each calendar quarter after 1971, the Administrator shall determine the extent by which the price index in the preceding calendar quarter was higher than the price index in the applicable base period. If he determines that the price index had risen by a percentage (or its level in the base period) equal to 3 per centum or more, the amount of each such subsistence payment otherwise payable under this chapter shall be increased by the same percentage (adjusted to the nearest one-tenth of 1 per centum), effective with respect to benefits for months after the quarter in which the determination is made.

"(2) In the case of any eligible veteran who first becomes entitled to a subsistence payment in or after the month in which an increase becomes effective under paragraph (1), the amount of the subsistence payment payable to or with respect to him on the basis of such entitlement shall be determined by applying such increase (or, if more than one increase has become effective under paragraph (1), by applying all such increases successively) to the amount of the subsistence payment which would be payable under the provisions of this chapter.

"(3) Any increase under paragraph (1) shall apply with respect to all subsistence payments payable under this chapter during the period in which such increase is effective regardless of the provisions under which such subsistence payments are payable or the manner in which the amounts payable are determined, but shall be applied with respect to the subsistence payment payable to or with respect to any particular eligible veteran only after all of the other provisions of this chapter which relate to eligibility for and the amount of such subsistence payment, and all prior increases made in such benefit under this subsection, have been applied.

"(4) If the amount of the increase in any benefit under paragraph (1) is not a multiple of $0.10 it shall be raised to the next higher multiple of $0.10 in the case of a multiple of $0.05 or adjusted to the nearest multiple of $0.10 in any other case.

"(5) For purposes of this subsection—

"(A) the term 'price index' means the Consumer Price Index (all items, United States city average) published monthly by the Bureau of Labor Statistics; and the average level of the price index for the three months in any calendar quarter shall be deemed to be the level of the price index in such quarter; and

"(B) the term 'base period' means—

"(i) the calendar quarter commencing October 1, 1971, with respect to the first increase under paragraph (1), and

"(ii) the calendar quarter immediately preceding the quarter in which the determination constituting the basis of the most recent increase under paragraph (1) was made, with respect to any increase under paragraph (1) after the first such increase."

SEC. 3. Section 1681 of title 38, United States Code, is amended to read as follows:

"§ 1681. Educational assistance allowances

"(a) An educational assistance allowance shall be paid to each eligible individual pursuing a program of education while on active duty, or to an eligible veteran pursuing a program of education on less than a half-time basis or exclusively by correspondence, as follows:

"(1) The educational assistance allowance of an individual pursuing a program of education—

"(A) while on active duty, or

"(B) on less than a half-time basis,

shall be computed at the rate of (i) the established charges for tuition and fees which the institution requires similarly circumstanced nonveterans enrolled in the same program to pay, or (ii) $175 per month for a full-time course, whichever is the lesser. Notwithstanding provisions of section 1682 of this title, payment of the educational assistance allowance provided by this subsection may, and the educational assistance allowance provided by section 1696 (b) shall, be made to an eligible veteran in an amount computed for the entire quarter, semester, or term during the month immediately following the month in which certification is received from the educational institution that the veteran has enrolled in and is pursuing a program at such institution.

"(2) (A) The educational assistance allowance of an eligible veteran pursuing a program of education exclusively by correspondence shall be computed on the basis of the established charge which the institution requires nonveterans to pay for the course or courses pursued by the eligible veterans. The term 'established charge' as used herein means the charge for the course or courses determined on the basis of the lowest extended time payment plan offered by the institution and approved by the appropriate State approving agency or the actual cost to the eligible veteran, whichever is the lesser. Such allowances shall be paid quarterly on a pro rata basis for the lessons completed by the veteran and serviced by the institution, as certified by the institution.

"(B) The period of entitlement of any eligible veteran who is pursuing any program of education exclusively by correspondence shall be charged with one month for each $175 which is paid to the veteran as an educational assistance allowance for such course.

"(b) (1) The educational assistance allowance of a veteran pursuing a program of flight training (except as provided in section 1673 (b) of this chapter), shall be paid in accordance with the provisions of section 1677 of this chapter.

"(2) The educational assistance allowance of a veteran pursuing a program of apprenticeship or other on-job training shall be paid in accordance with the provisions of section 1683 of this chapter.

"(c) The tuition and subsistence allowances payable under section 1680 of this chapter and the educational assistance allowance payable under this section shall be paid as soon as practicable after the Administrator is assured of the veteran's enrollment in and pursuit of the program of education for the period for which such allowance is to be paid."

SEC. 4. Section 1682 of title 38, United States Code, is amended to read as follows:

"§ 1682. Educational certifications and limitations

"(a) No tuition assistance allowance shall be paid to an educational or training institution on behalf of an eligible veteran under section 1680 of this chapter until the Administrator shall have received from such institution a certification of the actual enrollment of the eligible veteran at such institution, the number of semester or clock hours of attendance he is to pursue, the customary cost of tuition, the customary cost of books, supplies, equipment, and related expenses, the customary charges for laboratory, library, health, infirmary, or other similar fees, and such other information as the Administrator, by regulation, may require.

"(b) The subsistence and educational assistance allowances of an eligible veteran provided in sections 1680 and 1681 of this chapter shall be paid only for the period of his enrollment as approved by the Administrator, but no such allowances shall be paid—

"(1) to any veteran enrolled in a course which leads to a standard college degree for any period when such veteran is not pursuing his course in accordance with the regularly established policies and regulations of the educational institution and the requirements of this chapter, or of chapter 36;

"(2) to any veteran enrolled in a course which does not lead to a standard college degree (excluding programs of apprenticeship and programs of other on-job training authorized by section 1683 of this title) for any day of absence in excess of thirty days in a twelve-month period, not counting as absences weekends or legal holidays established by Federal or State law during which the institution is not regularly in session; or

"(3) to any veteran pursuing his program exclusively by correspondence for any period during which no lessons were serviced by the institution.

"(c) No subsistence or educational assistance allowance shall be paid to an eligible veteran enrolled in a course in an educational institution which does not lead to a standard college degree for any period until the Administrator shall have received—

"(1) from the eligible veteran a certification as to his actual attendance during such period or where the program is pursued by correspondence a certificate as to the number of lessons actually completed by the veteran and serviced by the institution; and

"(2) from the educational institution, a certification, or an endorsement on the veteran's certificate, that such veteran was enrolled in and pursuing a course of education during such period and, in the case of an institution furnishing education to a veteran exclusively by correspondence, a certificate, or an endorsement on the veteran's certificate, as to the number of lessons completed by the veteran and serviced by the institution. Notwithstanding the foregoing, the Administrator may pay an educational assistance allowance representing the initial payment of an enrollment period, not exceeding one full month, upon receipt of a certificate of enrollment.

"(d) The Administrator may, pursuant to such regulations as he may prescribe, determine enrollment in, pursuit of, and attendance at, any program of education or course by an eligible veteran for any period for which a tuition assistance allowance is paid on his behalf or for which he receives a subsistence or educational assistance allowance under this chapter for pursuing such program or course."

SEC. 5. Section 1661 of title 38, United States Code, is amended by—

(a) inserting in subsection (a) immediately after the words "entitled to" the following: "tuition, subsistence or"; and

(b) inserting in subsection (c) immediately after the word "receive" the following: "tuition, subsistence or".

SEC. 6. Section 1662 of title 38, United States Code, is amended by—

(a) inserting in subsection (a) immediately after the word "No" the following: "tuition, subsistence or"; and

(b) inserting in subsection (c) immediately after the words "date for which an educational" the following: ", tuition or subsistence".

SEC. 7. Section 1663 of title 38, United States Code, is amended by inserting immediately after the words "eligible for" the following: "tuition, subsistence or".

SEC. 8. Section 1671 of title 38, United States Code, is amended by inserting in the second sentence thereof immediately after the words "entitled to the" the following: "tuition, subsistence or".

SEC. 9. Section 1674 of title 38, United States Code, is amended by inserting immediately after the words "shall discontinue the" the following: "subsistence or".

SEC. 10. Section 1676 of title 38, United States Code, is amended by inserting in the second sentence thereof immediately after the words "deny or discontinue the" the following: "subsistence or".

SEC. 11. Section 1687 of title 38, United States Code, is amended by inserting immediately after the words "may discontinue the" the following: "subsistence or".

Sec. 12. Section 1691 of title 38, United States Code, is amended by striking out in subsection (b) thereof the words "an educational assistance allowance as provided by sections 1681 and 1682 (a) and (b) of this title; except that no enrollment in adult evening secondary school courses shall be approved in excess of half-time training as defined pursuant to section 1684 of this title." and inserting in lieu thereof the following: "a tuition assistance and subsistence allowance under the provisions of section 1680 of this chapter if he is enrolled on a half-time basis or an educational assistance allowance under the provisions of section 1681 (1) (B) of this chapter if he is enrolled on less than a half-time basis".

Sec. 13. Section 1693 of title 38. United States Code, is amended to read as follows:

"The tuition, subsistence and educational assistance allowances authorized by section 1691 (b) of this chapter and the cost of individualized tutorial assistance authorized by section 1692 (b) of this chapter shall be paid without charge to any period of entitlement the veteran may have earned pursuant to section 1661 (a) of this title."

Sec. 14. Section 1781 of title 38, United States Code, is

amended by inserting immediately after the word "No" the following: "tuition, subsistence or".

SEC. 15. Section 1789 of title 38, United States Code, is amended by striking out the words "an educational assistance" and inserting in lieu thereof the following: "a tuition, subsistence or educational assistance allowance on behalf of or".

SEC. 16. The table of sections at the beginning of chapter 35 is amended by—

(a) striking out:

"1681. Educational assistance allowance.
"1682. Computation of educational assistance allowances.";

and

(b) inserting in lieu thereof:

"1680. Tuition and subsistence allowances for institutional training.
"1681. Educational assistance allowances.
"1682. Educational certifications and limitations.".

SEC. 17. This Act shall become effective September 1, 1971.

1461

92D CONGRESS
1ST SESSION

H. R. 10543

IN THE HOUSE OF REPRESENTATIVES

SEPTEMBER 8, 1971

Mr. THOMSON of Wisconsin introduced the following bill; which was referred to the Committee on Veterans' Affairs

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A BILL

To amend chapters 31, 34, 35, and 36 of title 38, United States Code, in order to make improvements in the vocational rehabilitation and educational programs under such chapters; to authorize an advance initial payment and prepayment of the educational assistance allowance to eligible veterans and persons pursuing a program of education under chapters 34 and 35 of such title; to establish a work-study program and work-study additional educational assistance allowance for certain eligible veterans; and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act may be cited as the "Veterans' Advance Educational Payment and Work-Study Act of 1971".

TITLE I—INCREASE IN THE AMOUNTS OF LOANS TO AND ELIGIBILITY FOR WORK-STUDY PROGRAM OF DISABLED VETERANS ENROLLED IN VOCATIONAL REHABILITATION

SEC. 101. Section 1502 of title 38, United States Code, is amended by adding at the end thereof a new subsection (d) as follows:

"(d) Veterans pursuing a program of vocational rehabilitation training under the provisions of this chapter shall also be eligible, where feasible, for participation in the work-study program provided by section 1687 of this title."

SEC. 102. Section 1507 of title 38, United States Code, is amended by striking out "$100" in the first sentence thereof and inserting in lieu thereof "$200".

TITLE II—ADVANCE PAYMENT OF EDUCATIONAL ASSISTANCE ALLOWANCE AND WORK-STUDY PROGRAM

SEC. 201. Subchapter II of chapter 36 of title 38, United State Code, is amended by inserting immediately before section 1781 the following new section:

"§ 1780. Payment of educational assistance allowances

"Period for Which Payment May Be Made

"(a) Payment of educational assistance allowances to eligible veterans or persons pursuing a program of education, other than correspondence or flight, in an educational institution under chapter 34 or 35 of this title shall be paid as provided in this section and, as applicable, in section 1682 or section 1732 of this title. Such payments shall be paid only for the period of such veterans' or persons' enrollment, but no amount shall be paid—

"(1) to any eligible veteran or person enrolled in a course which leads to a standard college degree for any period when such veteran or person is not pursuing his course in accordance with the regularly established policies and regulations of the educational institution and the requirements of this chapter or of chapter 34 or 35 of this title; or

"(2) to any eligible veteran or person enrolled in a course which does not lead to a standard college degree (excluding programs of apprenticeship and programs of other on-job training authorized by section 1683 of this title) for any day of absence in excess of thirty days in a twelve-month period, not counting as absences weekends or legal holidays established by Federal or State law (or in the case of the Republic of the Philippines, Philippine law) during which the institution is not regularly in session.

"Advance Payment of Initial Educational Assistance Allowance

"(b) (1) The authorization of an educational assistance allowance advance payment provided in this subsection is based upon a finding by the Congress that eligible veterans and persons need additional funds at the beginning of a school term to meet the expenses of books, travel, deposits, and payments for living quarters, the initial installment of tuition, and the other special expenses which are concentrated at the beginning of a school term.

"(2) Subject to the provisions of this subsection, and under regulations which the Administrator shall prescribe, an eligible veteran or person shall be paid an educational assistance allowance advance payment. Such advance payment, except in unusual or extraordinary cases, shall be made within fifteen days after receipt of application therefor submitted by the eligible veteran or person pursuant to paragraph (3) of this subsection, but in no event earlier than thirty days prior to the date on which pursuit of his program of education is to commence and shall be made in an amount equivalent to the educational assistance allowance for the month or fraction thereof in which pursuit of the program will commence, plus the educational assistance allowance for the succeeding month. In no event shall an educational assistance allowance advance payment be made under this subsection to an eligible veteran or person intending to pursue a program of education on less than a half-time basis.

"(3) The application to the Administrator for advance payment shall include—

"(A) evidence showing (i) such veteran to be an 'eligible veteran' as defined in section 1652 (a) (1) of chapter 34 of this title, or (ii) such person to be an 'eligible person' as defined in section 1701 (a) (1) of chapter 35 of this title,

"(B) a certificate by the eligible veteran or person (i) stating that he is enrolled, or has applied for, been accepted by and intends to enroll, in a specified educational institution and is pursuing, or plans to pursue, a specified approved course of education during such school year at such educational institution, (ii) specifying the expected date of enrollment if he has not yet enrolled in an educational institution, and (iii) specifying the number of semester hours (or equivalent) or clock hours he is pursuing, or intends to pursue, and

"(C) in the case of an eligible veteran, information as to the number of persons he claims as dependents (as defined in section 1652 (d) of this title).

"(4) For purposes of the Administrator's determination whether any veteran or person is eligible for an advance payment under this section, the evidence and information submitted by such veteran or person pursuant to paragraph (3) of this subsection shall establish his eligibility unless there is evidence in his file in the processing office establishing that he is ineligible for such advance payment.

"Prepayment of Subsequent Educational Assistance Allowance

"(c) Except as provided in subsection (e) of this section, subsequent payments of educational assistance allowance to an eligible veteran or person shall be prepaid each month, subject to such reports and proof of enrollment in and satisfactory pursuit of such programs as the Administrator may require. The Administrator may withhold the final payment of a period of enrollment until such proof is received and the amount of the final payment appropriately adjusted. In the case of an eligible veteran who submitted an application showing one or more dependents, but who does not submit evidence, acceptable to the Administrator pursuant to regulations he shall prescribe, of such dependents, the amount of the educational assistance allowance shall reflect the assumed existence of such dependents during a reasonable period to allow the veteran to furnish such proof, but such period shall not extend beyond sixty days or the end of the enrollment period, whichever is the earlier.

"Recovery of Erroneous Payments

"(d) If an eligible veteran or person fails to enroll in a course for which an educational assistance allowance advance payment is made, the amount of such payment and any amount of subsequent payments which, in whole or in part, are due to erroneous information furnished in the certificate referred to in subsection (b) (3) (B) of this section, shall become an overpayment and shall constitute a liability of such veteran or person to the United States and may be recovered, unless waived pursuant to section 3102 of this title, from any benefit otherwise due him under any law administered by the Veterans' Administration or may be recovered in the same manner as any other debt due the United States.

"Payments for 'Less Than Half-Time' Training

"(e) Payment of the educational assistance allowance computed under section 1682 (b) (1) of this title for an individual pursuing a program of education while on active duty, or under section 1682 (b) (2) or 1732 (a) (2) of this title for an individual pursuing a program of education on a less than half-time basis may, and the educational assistance allowance computed under section 1696 (b) of this title shall, be made in an amount computed for the entire quarter, semester, or term during the month immediately following the month in which certification is received from the educational institution that such individual has enrolled in and is pursuing a program at such institution.

"Determination of Enrollment, Pursuit, and Attendance

"(f) The Administrator may, pursuant to regulations which he shall prescribe, determine enrollment in, pursuit of, and attendance at, any program of education or course by an eligible veteran or person for any period for which he receives an educational assistance allowance under this chapter for pursuing such program or course."

SEC. 202. Section 1681 of title 38, United States Code, is amended to read as follows:

"§ 1681. Educational assistance allowance

"General

"(a) The Administrator shall, in accordance with the applicable provisions of this section and section 1780 of this title, pay to each eligible veteran who is pursuing a program of education under this chapter an educational assistance allowance to meet, in part, the expenses of his subsistence, tuition, fees, supplies, books, equipment, and other educational costs.

"Institutional Training

"(b) The educational assistance allowance of an eligible veteran pursuing a program of education, other than correspondence or flight, at an educational institution shall be paid as provided in section 1780 of this title.

"Correspondence Training Certifications

"(c) No educational assistance allowance shall be paid to an eligible veteran enrolled in and pursuing a program of education exclusively by correspondence until the Administrator shall have received—

"(1) from the eligible veteran a certificate as to the number of lessons actually completed by the veteran and serviced by the educational institution; and

"(2) from the educational institution, a certification, or an endorsement on the veteran's certificate, as to the number of lessons completed by the veteran and serviced by the institution.

"Apprenticeship and Other On-Job Training

"(d) No educational assistance allowance shall be paid to an eligible veteran enrolled in and pursuing a program of apprenticeship or other training on the job until the Administrator shall have received—

"(1) from the eligible veteran a certification as to his actual attendance during such period; and

"(2) from the educational institution, a certification, or an endorsement on the veteran's certificate, that such veteran was enrolled in and pursuing a program of apprenticeship or other training on the job during such period.

"Flight Training

"(e) No educational assistance allowance for any month shall be paid to an eligible veteran who is pursuing a program of education consisting exclusively of flight training until the Administrator shall have received a certification from the eligible veteran and the institution as to actual flight training received by, and the cost thereof to, the veteran during that month."

SEC. 203. Subchapter IV of chapter 34 of title 38, United States Code, is amended by deleting section 1687 in its entirety and inserting in lieu thereof the following:

"WORK-STUDY PROGRAM

"§ 1687. Work-study additional educational assistance allowance; advances to eligible veterans

"(a) Notwithstanding any other provision of law, the Administrator shall pay a work-study additional educational assistance allowance (hereafter referred to as 'work-study allowance') to any veteran pursuing on a full-time basis a course of vocational rehabilitation under chapter 31 of this title, or a program of education under this chapter, who enters into an agreement with the Administrator to perform services under the work-study program established by this section. Such allowance shall be paid in advance in the amount of $250 in return for such veteran's agreement to perform services, aggregating one hundred hours during a semester or other applicable enrollment period, required in connection with (1) the preparation and processing of necessary papers and other documents at educational institutions or regional offices or facilities of the Veterans' Administration, (2) the outreach services program under subchapter IV of chapter 3 of this title, (3) the provision of hospital and domiciliary care and medical treatment under chapter 17 of this title, or (4) any other activity of the Veterans' Administration as the Administrator shall determine appropriate. Advances of lesser amounts may be made in return for agreements to perform services for periods of less than one hundred hours, the amount of such advance to be prorated on the basis of the amount of a full advance. The Administrator may enter into a work-study agreement with a veteran who has satisfactorily pursued his courses during at least one enrollment period for the performance of services during a period between enrollments if such veteran certifies his intention to continue the pursuit of the program during the next enrollment period.

"(b) If an eligible veteran, after having received in advance a work-study allowance under subsection (a) of this section, fails to fulfill his work obligation under the agreement for any reason, the amount due (based upon the pro rata portion of the work obligation which the veteran did not complete) as computed by the Administrator shall be considered an overpayment and shall become due and payable at the end of the enrollment period or at such time prior thereto when the Administrator determines that such obligation will not be completed prior to the end of the enrollment period. Any such amount due may be recovered from any benefit otherwise due the veteran under any law administered by the Veterans' Administration or shall, unless waived pursuant to section 3102 of this title, constitute a liability of such veteran to the United States and be recovered in the same manner as any other debt due the United States.

"(c) In order to carry out the purposes of this section and to determine the number of veterans whose services the Veterans' Administration can effectively utilize and the types of services required to be performed by such veterans, the Administrator shall, at least once each year, conduct a survey to determine the numbers of veteran-students whose services under the work-study program can effectively be utilized during an enrollment period in each geographic area where Veterans' Administration activities are conducted. Based upon the results of such survey, the Administrator shall allocate to each Veterans' Administration regional office the number of agreements under subsection (a) of this section which the head of that office shall attempt to make during such enrollment period or periods prior to the next such survey. Each regional office shall further allocate to each educational institution, at which eligible veterans are enrolled pursuant to this chapter, within its area the number of such potential agreements based upon the ratio of the number of veterans enrolled in such institution to the total number of veterans enrolled in all such institutions in the regional area, except that, to the maximum extent feasible, 20 per centum of the allocated number of agreements shall be reserved for special allocation to those institutions with a substantially higher proportion of needy veteran-students than generally prevails at other institutions within such area. If the total number of agreements allocated to any educational institution cannot be filled by such institution, the number of such unmade potential agreements shall be reallocated to such other educational institution or institutions in the regional office area as the Administrator shall determine in accordance with regulations he shall prescribe.

"(d) (1) The Administrator shall, to the maximum extent feasible, enter into agreements with educational institutions under which such institutions will recommend, within their number of allocated agreements, which particular veteran-students enrolled in such institutions should be offered work-study agreements under this section.

"(2) The determination of which eligible veteran-students shall be offered work-study agreements shall be made in accordance with regulations prescribed by the Administrator. Such regulations shall include, but not be limited to, the following criteria—

"(A) the need of the veteran to augment his educational assistance allowance;

"(B) the availability to the veteran of transportation to the place where his services are to be performed;

"(C) the motivation of the veteran;

"(D) in the case of veterans who are members of a minority group, the disadvantages incurred by members of such group, and

"(E) in the case of a disabled veteran pursuing a course of vocational rehabilitation under chapter 31 of this title, the compatibility of the work assignment to the veteran's physical condition.

"(e) No work-study agreement shall be entered into under this section which would—

"(1) result in the displacement of employed workers or impair existing contracts for services, or

"(2) involve the construction, operation, or maintenance of so much of any facility as is used or is to be used for sectarian instruction or as a place for religious worship.

"§ 1688. Repayment of Federal education loans

"(a) An eligible veteran who is obligated to repay an education loan made on or after April 13, 1970, pursuant to title II of the National Defense Education Act of 1958, part B of title IV of the Higher Education Act of 1965, part

C of title VII and part B of title VIII of the Public Health Service Act, the Omnibus Crime Control and Safe Streets Act of 1968, the Migration and Refugee Assistance Act, or from the revolving fund established by section 10 of the Act of June 18, 1934 (48 Stat. 986; 25 U.S.C. 470), or any other education loan made, insured, or guaranteed on or after April 13, 1970, under any Federal program, for education pursued prior to his performance of active duty service, may make application to the Administrator to accelerate payment of the educational assistance allowance for the purpose of paying off or reducing his indebtedness for such loan. Accelerated payment of educational assistance allowance under this section shall be made on the basis of unused educational entitlement, determined in accordance with section 1661 (a) of this title, earned for the performance of active duty performed after June 30, 1970. The application shall contain such information as the Administrator may by regulation prescribe.

"(b) Any payment of an accelerated allowance shall—

"(1) be made no more than four times per veteran for each loan made or guaranteed under any provision of law referred to in subsection (a) of this section, and be made in an amount which the eligible veteran, within the educational benefits available to him, determines is most advantageous to him;

"(2) be applied to both principal and interest remaining unpaid at the time the payment is made; and

"(3) be charged to any unused entitlement which the eligible veteran has remaining under section 1661 (a) of this title for active duty performed after June 30, 1970, at the rate of educational assistance allowance to which he would be entitled, as computed under section 1682 (a) of this title, at the time of application if he were pursuing an approved course of education on a full-time basis.

"(c) The Administrator, upon receipt of an application made pursuant to subsection (a) of this section, shall obtain a certification from the head of the Federal department or agency involved in making or guaranteeing the loan in question as to the total amount of the principal and interest outstanding on the loan. Upon approval of the application, the Administrator shall transfer to such department or agency head the amount determined by the eligible veteran under subsection (b) of this section and still outstanding on the loan or loans in question. In the case of loans federally guaranteed, directly or indirectly, the agency or department head in question shall make immediate payment to the lender of the full amount transferred to him and shall immediately send notice of such payment to the educational institution in question and other guarantors or endorsers on the loan."

TITLE III—MISCELLANEOUS AMENDMENTS TO THE VETERANS AND WAR ORPHANS AND WIDOWS EDUCATIONAL ASSISTANCE PROGRAMS

SEC. 301. (a) Section 1731 of title 38, United States Code, is amended by—

(1) inserting in subsection (a) immediately after the word "shall" the following: ", in accordance with the provisions of section 1780 of this title,";

(2) deleting subsections (b), (c), and (e) in their entirety; and

(3) redesignating subsection (d) as subsection (b).

(b) Section 1735 (hereinafter redesignated as section 1733) is amended by striking out "1737" where it appears therein and inserting in lieu thereof "1734".

SEC. 302. Subchapter II of chapter 36 of title 38, United States Code, is amended by—

(1) striking out section 1786 in its entirety and inserting in lieu thereof the following:

"§ 1786. Measurement of courses

"(a) For the purposes of this chapter, chapter 34, and chapter 35 of this title—

"(1) an institutional trade or technical course offered on a clock-hour basis below the college level, involving shop practice as an integral part thereof, shall be considered a full-time course when a minimum of thirty hours per week of attendance is required with no more than two and one-half hours of rest periods per week allowed;

"(2) an institutional course offered on a clock-hour basis below the college level in which theoretical or classroom instruction predominates shall be considered a full-time course when a minimum of twenty-five hours per week net of instruction (which may include customary intervals not to exceed ten minutes between hours of instruction) is required; and

"(3) an institutional undergraduate course offered by a college or university on a quarter- or semester-hour basis shall be considered a full-time course when a minimum of fourteen semester hours or the equivalent thereof, for which credit is granted toward a standard college degree (including those for which no credit is granted but which are required to be taken to correct an educational deficiency), is required, except that where such college or university certifies, upon the request of the Administrator, that (A) full-time tuition is charged to all undergraduate students carrying a minimum of less than fourteen such semester hours or the equivalent thereof, or (B) all undergraduate students carrying a minimum of less than fourteen such semester hours or the equivalent thereof, are considered to be pursuing a full-time course for other administrative purposes, then such an institutional undergraduate course offered by such college or university with such minimum number of such semester hours shall be considered a full-time course, but in the event such minimum number of semester hours is less than twelve semester hours or the equivalent thereof, then twelve semester hours or the equivalent thereof shall be considered a full-time course.

"(b) For the purpose of this chapter and chapter 34 of this title, an academic high school course requiring sixteen units for a full course shall be considered a full-time course when a minimum of four units per year is required, and a program of apprenticeship or a program of other on-job training shall be considered a full-time program when the eligible veteran is required to work the number of hours constituting the standard workweek of the training establishment, but a workweek of less than thirty hours shall not be considered to constitute full-time training unless a lesser number of hours has been established as the standard workweek for the particular establishment through bona fide collective bargaining. For the purpose of this subsection, a unit within an academic high school course is defined to be not less than one hundred and twenty sixty-minute hours or their equivalent of study in any subject in one academic year.

"(c) The Administrator shall define part-time training in the case of the types of courses referred to in subsection (a), and shall define full-time and part-time training in the case of all other types of courses pursued under chapter 34 or 35 of this title."

(2) striking out section 1787 in its entirety and inserting in lieu thereof the following:

"§ 1787. Overcharges by educational institutions; discontinuance of allowances; examination of records; false or misleading statements

"Overcharges by Educational Institutions

"(a) If the Administrator finds that an educational institution has—

"(1) charged or received from any eligible veteran or person pursuing a program of education under chapter 34 or 35 of this title any amount for any course in excess of the charges for tuition and fees which such institution requires similarly circumstanced students not receiving assistance under such chapters who are enrolled in the same course to pay, or

"(2) instituted, after the effective date of section 1780 of this title, a policy or practice with respect to the payment of tuition, fees, or other charges in the case of eligible veterans and the Administrator finds that the effect of such policy or practice substantially denies to veterans the benefits of the advance and prepayment allowances under such section,

he may disapprove such educational institution for the enrollment of any eligible veteran or person not already enrolled therein under chapter 31, 34, or 35 of this title.

"Discontinuance of Allowances

"(b) The Administrator may discontinue the educational assistance allowance of any eligible veteran or person if he finds that the program of education or any course in which the eligible veteran or person is enrolled fails to meet any of the requirements of this chapter or chapter 34 or 35 of this title, or if he finds that the educational institution offering such program or course has violated any provision of this chapter or chapter 34 or 35, or fails to meet any of the requirements of such chapters.

"Examination of Records

"(c) The records and accounts of educational institutions pertaining to eligible veterans or persons who received educational assistance under chapter 31, 34, or 35 of this title shall be available for examination by duly authorized representatives of the Government.

"False or Misleading Statements

"(d) Whenever the Administrator finds that an educational institution has willfully submitted a false or misleading claim, or that a veteran or person, with the complicity of an educational institution, has submitted such a claim, he shall make a complete report of the facts of the case to the appropriate State approving agency and, where deemed advisable, to the Attorney General of the United States for appropriate action."

SEC. 303. (a) Chapter 34 of title 38, United States Code, is amended by—

(1) striking out in section 1677 (b) in the second sentence thereof all after "certification" down to the period at the end thereof and inserting in lieu thereof "as required by section 1681 (e) of this title";

(2) striking out in section 1682 (b) (2) the last sentence in its entirety; and

(3) striking out sections 1684 and 1685 in their entirety.

(b) Chapter 35 of title 38, United States Code, is amended by—

(1) striking out sections 1733, 1734, and 1736 in their entirety;

(2) redesignating section 1735 as section 1733; and

(3) redesignating section 1737 as section 1734.

(c) The table of sections at the beginning of chapter 34 is amended by—

(1) striking out:

"1684. Measurement of courses.
"1685. Overcharges by educational institutions.";

(2) striking out:

"1687. Discontinuance of allowances.";

and inserting in lieu thereof

"WORK-STUDY PROGRAM

"1687. Work-study additional educational assistance allowance; advances to eligible veterans.
"1688. Repayment of Federal education loans.".

(d) The table of sections at the beginning of chapter 35 is amended by—

(1) striking out:

"1733. Measurement of courses.
"1734. Overcharges by educational institutions.
"1736. Discontinuance of allowances.";

(2) redesignating

"1735. Approval of courses."

as

"1733. Approval of courses.";

and

(3) redesignating

"1737. Specialized vocational training courses."

as

"1734. Specialized vocational training courses.".

(e) The table of sections at the beginning of chapter 36 is amended by—

(1) inserting immediately before

"1781. Limitations on educational assistance."

the following:

"1780. Payment of educational assistance allowances.";

and

(2) striking out:

"1786. Examination of records.
"1787. False and misleading statements.";

and inserting in lieu thereof

"1786. Measurement of courses.
"1787. Overcharges by educational institutions; discontinuance of allowances; examination of records; false or misleading statements.";

SEC. 304. (a) Section 501 (a) of Public Law 91-230 (84 Stat. 174) is amended by striking out "Section 205 (a) (3)" and inserting in lieu thereof "Section 205 (b) (3)".

(b) Effective June 30, 1970, section 205 (b) (3) of the National Defense Education Act of 1958 (20 U.S.C. 425 (b) (3)) (as amended by subsection (a) of this section) is amended—

(1) by striking out "(A)" where it appears after "(plus interest)";

(2) by striking out "(i)", "(ii)", and "(iii)" wherever they appear therein and inserting in lieu thereof "(A)", "(B)", and "(C)", respectively; and

(3) by striking out ", and (B) shall be canceled for service after June 30, 1970, as a member of the

Armed Forces of the United States at the rate of 12½ per centum of the total amount of such loan plus interest thereon for each year of consecutive service".

TITLE IV—EFFECTIVE DATE

SEC. 401. This Act shall become effective on the first day of the second calendar month following the month in which enacted.

92d CONGRESS
1st Session

H. R. 10605

IN THE HOUSE OF REPRESENTATIVES

September 13, 1971

Mr. Johnson of California introduced the following bill; which was referred to the Committee on Veterans' Affairs

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A BILL

To amend section 1681 (b) of title 38, United States Code, to provide for payment of the educational assistance allowance in certain cases where a veteran transfers from one approved educational institution to another education institution.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That subsection (b) of section 1681 of title 38, United States Code, is amended to add at the end thereof the following new clause:

"Nothwithstanding the foregoing, where an eligible veteran, who is pursuing a course leading to a standard college degree, transfers between consecutive school terms from one approved institution to another approved institution for the purpose of enrolling in and pursuing a similar course at the second institution, he shall, for the purpose of entitlement to the payment of the educational assistance allowance under this chapter, be considered to be enrolled at the first institution for a period of time not to exceed thirty calendar days following the termination date of the school term of the first institution."

92D CONGRESS
1ST SESSION

H. R. 10775

IN THE HOUSE OF REPRESENTATIVES

SEPTEMBER 21, 1971

Mr. BROYHILL of Virginia introduced the following bill; which was referred to the Committee on Veterans' Affairs

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A BILL

To amend title 38 of the United States Code to entitle widows of persons who die of service-connected disabilities incurred in Vietnam to educational assistance for courses pursued by correspondence.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That section 1732 (c) of title 38, United States Code, is amended—

(1) by inserting immediately after "any course to be pursued by correspondence" in the first sentence thereof the following: "(except as herein provided)"; and

(2) by amending the second sentence thereof to

read as follows: "The Administrator may approve the enrollment of (1) an eligible person in a course, to be pursued in residence, leading to a standard college degree which includes, as an integral part thereof, subjects offered through the medium of open circuit televised instruction, if the major portion of the course requires conventional classroom or laboratory attendance; or (2) the widow of any person who died of a service-connected disability incurred during the Vietnam era in the Vietnam theater of operations in a program of education exclusively by correspondence."

SEC. 2. Section 1732 of title 38, United States Code, is amended by striking out "No educational assistance allowance" in subsection (c) and inserting in lieu thereof "Except as provided in subsection (d), no educational assistance allowance", and by adding at the end thereof the following new subsection:

"(d) (1) The educational assistance allowance of a widow pursuing a program of education exclusively by correspondence shall be computed on the basis of the established charge which the institution requires nonveterans to pay for the course or courses pursued by the widow. Such allowance shall be paid quarterly on a pro rata basis for the lessons completed by the widow and serviced by the institution, as certified by the institution.

"(2) The period of entitlement of any widow who is pursuing any program of entitlement exclusively by correspondence shall be charged with one month for each $130 which is paid to the widow as an educational assistance allowance for such course."

[H.R. 11552, an identical bill introduced by Mr. Dow on November 3, 1971, was also considered by the Subcommittee.]

92d CONGRESS
1st Session

H. R. 11400

IN THE HOUSE OF REPRESENTATIVES

October 21, 1971

Mr. Fish introduced the following bill; which was referred to the Committee on Veterans' Affairs

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A BILL

To amend title 38 of the United States Code to authorize the enrollment of eligible veterans in a course offered by an institution which has changed its location.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That clause (3) of subsection (b) of section 1675 of title 38, United States Code, is amended by inserting after the words "general locality" the following: "or where the school has made a complete move with substantially the same faculty, curricula, and students, without a change in ownership and where the move, in the judgment of the Administrator, was for compelling and justifiable reasons".

92D CONGRESS
1ST SESSION

H. R. 11534

IN THE HOUSE OF REPRESENTATIVES

NOVEMBER 2, 1971

Mr. TEAGUE of Texas introduced the following bill; which was referred to the Committee on Veterans' Affairs

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A BILL

To amend title 38 of the United States Code to authorize the enrollment of eligible veterans in a course offered by an educational institution which has moved to another location, provided certain conditions are met.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That clause (3) of subsection (b) of section 1675 of title 38, United States Code, is amended by inserting after the words "general locality" the following: "or where the school has made a complete move with substantially the same faculty, curricula, and students, without a change in ownership".

92D CONGRESS
1ST SESSION

H. R. 11571

IN THE HOUSE OF REPRESENTATIVES

NOVEMBER 4, 1971

Mr. HELSTOSKI introduced the following bill; which was referred to the Committee on Veterans' Affairs

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A BILL

To amend chapters 31, 34, and 35 of title 38, United States Code, to increase the vocational rehabilitation subsistences allowances, the educational assistance allowances, and the special training allowances paid to eligible veterans and persons under such chapters.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act may be cited as the "Veterans' Education and Training Assistance Act of 1971".

SEC. 2. The table (prescribing subsistence allowance rates for veterans pursuing a course of vocational rehabilitation) contained in section 1504 (b) of title 38, United States Code, is amended to read as follows:

"Column I	Column II	Column III	Column IV
Type of training	No dependents	One dependent	Two or more dependents
Institutional:			
Full time	$142	$191	$222
Three-quarter time	103	140	165
Half time	71	96	108
Institutional on farm, apprentice, or other on-job training: Full time	124	161	191".

SEC. 3. (a) The table (prescribing educational assistance allowance rates for eligible veterans pursuing educational programs on half-time or more basis contained in section 1682 (a) (1) of title 38, United States Code) is amended to read as follows:

"Column I	Column II	Column III	Column IV	Column V
Type of program	No dependents	One dependent	Two dependents	More than two dependents
				The amount in column IV, plus the following for each dependent in excess of two:
Institutional:				
Full time	$220	$265	$305	20
Three-quarter time	165	199	299	15
Half time	110	133	153	10
Cooperative	169	200	230	12".

(b) Section 1682 (b) of such title is amended by striking out "$175" and inserting in lieu thereof "$220".

(c) Section 1682 (c) (2) of such title is amended by striking out "$175" and inserting in lieu thereof "$220".

(d) The table (prescribing educational assistance allowance rates for eligible veterans pursuing a farm cooperative program) contained in section 1682 (d) (2) of such title is amended to read as follows:

"Column I	Column II	Column III	Column IV	Column V
Basis	No dependents	One dependent	Two dependents	More than two dependents
				The amount in column IV, plus the following for each dependent in excess of two:
Full time	$149	$174	$200	$11
Three-quarter time	107	126	146	7
Half time	71	83	97	4".

SEC. 4. The table (prescribing educational assistance allowance rates for eligible veterans pursuing an apprenticeship or other on-job training) contained in section 1683 (b) (1) of title 38, United States Code, is amended to read as follows:

"Periods of training	No dependents	One dependent	Two or more dependents
First 6 months	$114	$127	$140
Second 6 months	85	97	111
Third 6 months	57	70	83
Fourth and any succeeding 6-month periods	28	41	55".

SEC. 5. Section 1696 (b) (2) is amended by striking out "$175" and inserting in lieu thereof "$220".

SEC. 6. (a) Paragraph (1) of section 1732 (a) of title 38, United States Code, is amended to read as follows:

"(1) The educational assistance allowance on behalf of an eligible persons who is pursuing a program of education consisting of institutional courses shall be computed at the rate of (A) $220 per month if pursued on a full-time basis, (B) $165 per month if pursued on a three-quarter-time basis, and (C) $110 per month if pursued on a half-time basis."

(b) Paragraph (2) of such section is amended by striking out "$175" and inserting in lieu thereof "$220".

(c) Section 1732 (b) of such title is amended by striking out "$141" and inserting in lieu thereof "$169".

SEC. 7. Section 1742 (a) of title 38, United States Code, is amended by striking out "$175", "$55" and "$6.80" and inserting in lieu thereof "$220", "$69", and "$7.30", respectively.

SEC. 8. The amendments made by this Act shall become effective on the first day of the second calendar month following the month in which enacted.

92d CONGRESS
1st Session

H. R. 11720

IN THE HOUSE OF REPRESENTATIVES

November 11, 1971

Mr. Helstoski introduced the following bill; which was referred to the Committee on Veterans' Affairs

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A BILL

To amend title 38 of the United States Code to authorize the enrollment of eligible veterans in a course offered by an educational institution which has moved to another location, provided certain conditions are met.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That clause (3) of subsection (b) of section 1675 of title 38, United States Code, is amended by inserting after the words "general locality" the following: "or where the school has made a complete move with substantially the same faculty, curricula, and students, without a change in ownership".

92D CONGRESS
1ST SESSION

H. R. 11954

IN THE HOUSE OF REPRESENTATIVES

NOVEMBER 30, 1971

Mr. TEAGUE of Texas (by request) (for himself, Mr. TEAGUE of California, Mr. HELSTOSKI, and Mr. SCOTT) introduced the following bill; which was referred to the Committee on Veterans' Affairs

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A BILL

To amend chapters 31, 34, and 35 of title 38, United States Code, to increase the rates of vocational rehabilitation, educational assistance, and special training allowances paid to eligible veterans and persons; to provide for advance educational assistance payments to certain veterans; to make improvements in the educational assistance programs; and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act may be cited as the "Veterans' Education and Training Amendments of 1971".

TITLE I—VOCATIONAL REHABILITATION-EDUCATIONAL ASSISTANCE RATE ADJUSTMENTS

SEC. 101. Chapter 31 of title 38, United States Code, is amended as follows:

(a) by amending section 1504 (b) to read as follows:

"(b) The subsistence allowance of a veteran-trainee is to be determined in accordance with the following table, and shall be the monthly amount shown in column II, III, or IV (whichever is applicable as determined by the veteran's dependency status) opposite the appropriate type of training as specified in column I:

"Column I	Column II	Column III	Column IV
Type of training	No dependents	One dependent	Two or more dependents
Institutional:			
Full-time	$146	$196	$227
Three-quarter-time	106	144	169
Half-time	73	99	110
Institutional on-farm, apprentice, or other on-job training:			
Full time	128	166	196

Where any full-time trainee has more than two dependents and is not eligible to receive additional compensation as provided by section 315 or section 335 (whichever is applicable) of this title, the subsistence allowance prescribed in column IV of the foregoing table shall be increased by an additional $7 per month for each dependent in excess of two.”;

and

(b) by deleting in section 1507 “$100” and inserting in lieu thereof “$200”.

Sec. 102. Chapter 34 of title 38, United States Code, is amended as follows:

(a) by deleting in the last sentence of section 1677 (b) “$175” and inserting in lieu thereof “$190”;

(b) the table contained in paragraph (1) of section 1682 (a) is amended to read as follows:

“Column I	Column II	Column III	Column IV	Column V
Type of program	No dependents	One dependent	Two dependents	More than two dependents
				The amount in column IV, plus the following for each dependent in excess of two:
Institutional:				
Full time	$190	$220	$250	$15
Three-quarter-time	139	162	185	11
Half time	88	103	118	8
Cooperative	153	180	207	11.”;

(c) by deleting in section 1682 (b) “$175” and inserting in lieu thereof “$190”;

(d) the table contained in section 1682 (d) (2) is amended to read as follows:

"Column I	Column II	Column III	Column IV	Column V
Basis	No dependents	One dependent	Two dependents	More than two dependents
				The amount in Column IV, plus the following for each dependent in excess of two:
Full time	$153	$180	$207	$11
Three-quarter time	109	129	149	8
Half time	73	86	100	5. ";

(e) the table contained in section 1683 (b) is amended to read as follows:

"Periods of training	No dependents	One dependent	Two or more dependents
First 6 months	$160	$178	$917
Second 6 months	120	136	156
Third 6 months	80	98	117
Fourth and any succeeding 6-month periods	40	58	77.";

and

(f) by deleting in section 1696 (b) "$175" and inserting in lieu thereof "$190".

SEC. 103. Chapter 35 of title 38, United States Code, is amended as follows:

(a) by amending section 1732 (a) (1) to read as follows:

"(a) (1) The educational assistance allowance on behalf of a neligible person who is pursuing a program of education consisting of institutional courses shall be computed at the rate of (A) $190 per month if pursued on a full-time basis, (B) $139 per month if pursued on a three-quarter-time basis, and (C) $88 per month if pursued on a half-time basis.";

(b) by deleting in section 1732 (a) (2) "$175" and inserting in lieu thereof "$190";

(c) by deleting in section 1732 (b) "$141" and inserting in lieu thereof "$153"; and

(d) by amending section 1742 (a) to read as follows:

"(a) While the eligible person is enrolled in and pursuing a full-time course of special restorative training, the parent or guardian shall be entitled to receive on his behalf a special training allowance computed at the basic rate of $190 per month. If the charges for tuition and fees applicable to any such course are more than $60 per calendar month the basic monthly allowance may be increased by the amount that such charges exceed $60 a month, upon election by the parent or guardian of the eligible person to have such person's period of entitlement reduced by one day for each $6.80 that the special training allowance paid exceeds the basic monthly allowance."

TITLE II—ADVANCE VOCATIONAL REHABILITATION SUBSISTENCE AND EDUCATIONAL ASSISTANCE ALLOWANCE PAYMENTS

SEC. 201. Subsection (a) of section 1504 of title 38, United States Code, is amended by adding at the end thereof the following: "The Administrator shall pay the initial subsistence allowance of a course of vocational rehabilitation training to an eligible veteran in an amount not to exceed the subsistence allowance for the month or fraction thereof in which pursuit of the course will commence, plus the subsistence allowance for one full month, upon receipt of proof that the veteran has been enrolled in an approved educational institution on a half-time or more basis. Such payment shall not be made earlier than the first day of the month in which pursuit of the course is to commence. Subsequent payments of subsistence allowance shall be made each month in advance, subject to such reports and proof of satisfactory pursuit of such program as the Administrator may require. The Administrator may withhold the final payment of subsistence allowance payable to such veteran until such proof is received and the amount appropriately adjusted. If the eligible veteran fails to pursue the course after receiving the initial payment of the subsistence allowance, the amount of such payment may be recovered from any benefit otherwise due the veteran under any law administered by the Veterans' Administration or such overpayment shall constitute a liability of such eligible veteran and may be recovered in the same manner as any other debt due the United States."

SEC. 202. Subsections (d) and (e) of section 1681 of title 38, United States Code, are amended to read as follows:

"(d) The Administrator shall, except as provided in subsection (e) of this section, pay the initial educational assistance allowance of an enrollment period to an eligible veteran in an amount not to exceed the educational assistance allowance for the month or fraction thereof in which pursuit of the program will commence, plus the educational assistance allowance for one full month, upon receipt of proof that the eligible veteran has been enrolled in an approved educational institution on a half-time or more basis. Such payment shall not be made earlier than the first day of the month in which pursuit of the program is to commence. Subsequent payments of educational assistance allowance shall be made each month in advance, subject to such reports and proof of satisfactory pursuit of such program as the Administrator may require. The Administrator may withhold the final payment of an enrollment period until such proof is received and the amount appropriately adjusted. If the eligible veteran fails to pursue the course after receiving the initial payment of the educational assistance allowance, the amount of such advance payment may be recovered from any benefit otherwise due the veteran under any law administered by the Veterans' Administration or such overpayment shall constitute a liability of such eligible veteran and may be recovered in the same manner as any other debt due the United States.

"(e) No educational assistance allowance shall be paid to an eligible veteran enrolled in a program of education consisting exclusively of flight training or exclusively by correspondence for any period until the Administrator shall have received—

"(1) from the eligible veteran a certification as to his actual attendance during such period or, where the program is pursued by correspondence, a certificate as to the number of lessons actually completed by the veteran and serviced by the institution, and

"(2) from the educational institution, a certification, or an endorsement on the veteran's certificate, that such veteran was enrolled in and pursuing a course of education during such period and, in the case of an institution furnishing education to a veteran exclusively by correspondence, a certificate, or an endorsement on the veteran's certificate, as to the number of lessons completed by the veteran and serviced by the institution."

SEC. 203. Subsection (d) of section 1731 of title 38, United States Code, is amended to read as follows:

"(d) The Administrator shall pay the initial educational assistance allowance of an enrollment period on behalf of an eligible person in an amount not to exceed the educational assistance allowance for the month or fraction thereof in which pursuit of the program will commence, plus the educational assistance allowance for one full month, upon receipt of proof that the eligible person has been enrolled in an approved educational institution on a half-time or more basis. Such payment shall not be made earlier than the first day of the month in which pursuit of the program is to commence. Subsequent payments of educational assistance allowance shall be made each month in advance, subject to such reports and proof of satisfactory pursuit of such program as the Administrator may require. The Administrator may withhold the final payment of an enrollment period until such proof is received and the amount appropriately adjusted. If the eligible person fails to pursue the course after receiving the initial payment of the educational assistance allowance, the amount of such advance payment may be recovered from any benefit otherwise due the eligible person under any law administered by the Veterans' Administration or such overpayment shall constitute a liability of such eligible person and may be recovered in the same manner as any other debt due the United States."

SEC. 204. Subchapter IV of chapter 34 of title 38, United States Code, is amended by inserting immediately after section 1687 the following new section:

"§ 1688. Veteran-student employment

"(a) Notwithstanding any other provision of law, the Administrator is authorized to utilize on an intermittent basis the services of veteran-students who are pursuing full-time programs of education or training under chapters 31 and 34 of this title. Such veteran-students may be utilized to perform such services for the Veterans' Administration at such times and places as the Administrator deems advisable.

"(b) Veteran-students utilized under the authority of subsection (a) of this section shall be paid an hourly rate equivalent to the minimum rate for a grade in the General Schedule contained in section 5332 of title 5, determined by the Administrator to be appropriate for the services rendered. Such grade determination may, at the Administrator's discretion, be based upon, but shall not be subject to, position classification standards issued by the Civil Service Commission pursuant to section 5105 of title 5.

"(c) While performing the services authorized by subsection (a) of this section, such veteran-students shall not be deemed to be employees of the United States for the purposes of laws administered by the Civil Service Commission. They shall, however, be considered to be employees of the United States for the purposes of the benefits of chapter 81 of title 5."

TITLE III—EDUCATIONAL ASSISTANCE PROGRAM ADJUSTMENTS

SEC. 301. Section 1671 of title 38, United States Code, is amended to read as follows:

"Any eligible veteran, or individual on active duty, who desires to initiate a program of education under this chapter shall submit an application to the Administrator which shall be in such form, and contain such information, as the Administrator shall prescribe. The application of an individual on active duty must be approved by a service education officer prior to its submission. The Administrator shall approve such application unless he finds that such veteran or individual is not eligible for or entitled to the educational assistance applied for, or that his program of education fails to meet any of the requirements of this chapter, or that he is already qualified. The Administrator shall notify the eligible veteran or individual of the approval or disapproval of his application."

SEC. 302. Clause (3) of subsection (b) of section 1675 of title 38, United States Code, is amended by inserting after the words "general locality" the following: "or where the school has made a complete move with substantially the same faculty, curricula, and students, without a change in ownership".

SEC. 303. Subchapter III of chapter 34 of title 38, United States Code, is amended by inserting immediately after section 1677 the following new section:

"§ 1678. Correspondence courses

"(a) (1) Each eligible veteran who is pursuing a program of education exclusively by correspondence shall be paid an educational assistance allowance computed at the rate of 90 per centum of the established charge which the institution requires nonveterans to pay for the course or courses pursued by the eligible veteran. The term 'established charge' as used herein means the charge for the course or courses determined on the basis of the lowest extended time payment plan offered by the institution and approved by the appropriate State approving agency or the actual cost to the veteran, whichever is the lesser. Such allowance shall be paid quarterly on a pro rata basis for the lessons completed by the veteran and serviced by the institution.

"(2) The period of entitlement of any veteran who is pursuing any program of education exclusively by correspondence shall be charged with one month for each $190 which is paid to the veteran as an educational assistance allowance for such course.

"(b) In any case where an eligible veteran terminates his correspondence training before completing the required number of lessons, the institution shall make a pro rata refund of moneys paid by such veteran and, in addition, such institution shall not charge the veteran with any registration or similar fee in excess of $50."

SEC. 304. Section 1682 of title 38, United States Code, is amended by—

(a) repealing subsection (c) thereof in its entirety; and

(b) redesignating subsection (d), as amended by section 102 (d) of title I of this Act, as subsection (c).

SEC. 305. Section 1684 of title 38, United States Code, is amended by adding at the end of subsection (a) the following new sentence: "Notwithstanding the provisions of clause (2) of this subsection, in the case of an institution offering undergraduate courses leading to a standard college degree which are measured on a quarter or semester-hour basis and technical courses which are measured on a clock-hour basis, any of such courses as determined by the educational institution shall be measured on a semester-hour basis for the purpose of computing the educational assistance allowance payable under this chapter."

SEC. 306. (a) The heading for subchapter VI of chapter 34 of title 38, United States Code, is amended by striking out "**Predischarge**" and inserting in lieu thereof "**Preparatory**".

(b) Subsection (a) of section 1695 of title 38, United States Code, is amended to read as follows:

"(a) The purpose of this subchapter is to encourage and assist veterans in preparing for their future education, training, or vocation by providing them with an opportunity to enroll in and pursue a program of education or training prior to their discharge or release from active duty with the Armed Forces. The program provided for under this subchapter shall be known as the Preparatory Education Program (PREP)."

SEC. 307. Subsection (a) of section 1701 of title 38, United States Code, is amended as follows:

(1) by amending paragraph (6) to read as follows:

"(6) The term 'educational institution' means any public or private secondary school, vocational school, correspondence school, business school, junior college, teachers college, college, normal school, professional school, university, or scientific or technical institution, or any other institution if it furnishes education at the secondary school level or above."; and

(2) by adding at the end thereof the following new paragraph:

"(9) For the purposes of this chapter and chapter 36 of this title, the term 'training establishment' means any establishment providing apprentice or other training on the job, including those under the supervision of a college or university or any State department of education, or any State apprenticeship agency, or any State board of vocational education, or any joint apprenticeship committee, or the Bureau of Apprenticeship and Training established pursuant to chapter 4C of title 29, or any agency of the Federal Government authorized to supervise such training."

SEC. 308. Section 1720 of title 38, United States Code, is amended by inserting after the first sentence in subsection (a) thereof a new sentence as follows: "Such counseling shall not be required where the eligible person has been accepted for, or is pursuing, courses which lead to a standard college degree, at an approved institution."

SEC. 309. The first sentence of subsection (c) of section 1723 of title 38, United States Code, is amended to read as follows:

"The Administrator shall not approve the enrollment of an eligible person in any course of institutional on-farm training, any course to be pursued by correspondence (except as provided in section 1727 of this chapter), open circuit television (except as herein provided), or a radio, or any course to be pursued at an educational institution not located in a State or in the Republic of the Philippines."

SEC. 310. Clause (3) of subsection (b) of section 1725 of title 38, United States Code, is amended by inserting after the words "general locality" the following: "or where the school has made a complete move with substantially the same faculty, curriculums, and students, without a change in ownership."

SEC. 311. Subchapter III of chapter 35 of title 38, United States Code, is amended by inserting immediately after section 1725 the following new sections:

"§ 1726. Special training for the educationally disadvantaged

"(a) In the case of any eligible widow or wife who—

"(1) has not received a secondary school diploma (or equivalency certificate), and

"(2) in order to pursue a program of education for which she would otherwise be eligible, needs additional secondary school training, either refresher courses or deficiency courses, to qualify for admission to an appropriate educational institution,

the Administrator may, without regard to the provisions of section 1723 (d), approve the enrollment of such widows or wives in an appropriate course or courses to be pursued in a State.

"(b) The Administrator shall pay eligible widows or wives pursuing a course or courses pursuant to subsection (a) of this section an educational assistance allowance as provided in sections 1731 and 1732 of this chapter; except that no enrollment in adult evening secondary school courses shall be approved in excess of half-time training as defined in section 1733 of this title.

"(c) The educational assistance allowance authorized by this section shall be paid without charge to any period of entitlement the widow or wife may have pursuant to sections 1710 and 1711 of this chapter.

"§ 1727. Correspondence courses

"(a) (1) Each eligible wife or widow (as defined in section 1701 (a) (1) (B), (C), or (D) of this chapter) who is pursuing a program of education exclusively by correspondence shall be paid an educational assistance allowance computed at the rate of 90 per centum of the established charge which the institution requires other individuals enrolled in the same program to pay. The term 'established charge' as used herein means the charge for the course or courses determined on the basis of the lowest extended time payment plan offered by the institution and approved by the appropriate State approving agency or the actual cost to such eligible person, whichever is the lesser. Such allowance shall be paid quarterly on a pro rata basis for the lessons completed by the eligible person and serviced by the institution.

"(2) The period of entitlement of any eligible person who is pursuing any program of education exclusively by correspondence shall be charged with one month for each $190 which is paid to the eligible person as an educational assistance allowance for such course.

"(b) In any case where an eligible person terminates his correspondence training before completing the required number of lessons, the institution shall make a pro rata refund of moneys paid by such eligible person and, in addition, such institution shall not charge the eligible person with any registration or similar fee in excess of $50."

SEC. 312. Section 1731 of title 38, United States Code, is amended by—

(a) inserting in clause (2) of subsection (b) immediately after the words "standard college degree" the following: "(excluding programs of apprenticeship and programs of other on-job training authorized by section 1738 of this title)"; and

(b) amending subsection (e) to read as follows: "(e) No educational assistance allowance shall be paid to an eligible person enrolled in a program of education consisting exclusively of correspondence courses for any period until the Administrator shall have received (1) from the eligible person a certificate as to the number of lessons actually completed by the eligible person and serviced by the institution, and (2) from the educational institution, a certification, or an endorsement on the eligible person's certificate, as to the number of lessons completed by the eligible person and serviced by the institution."

SEC. 313. Clause (2) of subsection (a) of section 1732 of title 38, United States Code, is amended by adding at the end thereof the following: "Notwithstanding provisions of section 1731 of this title, payment of the educational assistance allowance provided by this clause may be made to an eligible person in an amount computed for the entire quarter, semester, or term during the month immediately following the month in which certification is received from the educational institution that the person has enrolled in and is pursuing a program at such institution."

SEC. 314. Subsection (a) of section 1733 of title 38, United States Code, is amended to read as follows:

"(a) For the purposes of this chapter—

"(1) an institutional trade or technical course offered on a clock-hour basis below the college level involving shop practice as an integral part thereof, shall be considered a full-time course when a minimum of thirty hours per week of attendance is required with no more than two and one-half hours of rest periods per week allowed;

"(2) an institutional course offered on a clock-hour basis below the college level in which theoretical or classroom instruction predominates shall be considered a full-time course when a minimum of twenty-five hours per week net of instruction (which may include customary intervals not to exceed ten minutes between hours of instruction) is required;

"(3) an academic high school course requiring sixteen units for a full course shall be considered a full-time course when a minimum of four units per year is required. For the purpose of this clause, a unit is defined to be not less than one hundred and twenty sixty-minute hours or their equivalent of study in any subject in one academic year;

"(4) an institutional undergraduate course offered by a college or university on a quarter- or semester-hour basis shall be considered a full-time course when a minimum of fourteen semester hours or the equivalent thereof, for which credit is granted toward a standard college degree (including those for which no credit is granted but which are required to be taken to correct an educational deficiency), is required, except that where such college or university certifies, upon the request of the Administrator, that (A) full-time tuition is charged to all undergraduate students carrying a minimum of less than fourteen such semester hours or the equivalent thereof, or (B) all undergraduate students carrying a minimum of less than fourteen such semester hours or the equivalent thereof, are considered to be pursuing a full-time course for other administrative purposes, then such an institutional undergraduate course offered by such college or university with such minimum number of such semester hours shall be considered a full-time course, but in the event such minimum number of semester hours is less than twelve semester hours or the equivalent thereof, then twelve semester hours or the equivalent thereof shall be considered a full-time course; and

"(5) a program of apprenticeship or a program of other on-job training shall be considered a full-time program when the eligible person is required to work the number of hours constituting the standard workweek of the training establishment, but a workweek of less than thirty hours shall not be considered to constitute full-time training unless a lesser number of hours has been established as the standard workweek for the particular establishment through bona fide collective bargaining. Notwithstanding the provisions of clause (2) of this subsection, in the case of an institution offering undergraduate courses leading to a standard college degree which are measured on a quarter or semester-hour basis and technical courses which are measured on a clock-hour basis, any such courses as determined by the educational institution shall be measured on a semester-hour basis for the purpose of computing the educational assistance allowance payable under this chapter."

SEC. 315. Subchapter IV of chapter 35 of title 38, United States Code, is amended by inserting immediately after section 1737 the following new section:

"§ 1738. Apprenticeship or other on-job training

"(a) An eligible person (as defined in section 1701 (a) of this chapter) may receive the benefits of this chapter while pursuing, in a State, a full-time—

"(1) program of apprenticeship approved by a State approving agency as meeting the standards of apprenticeship published by the Secretary of Labor pursuant to section 50a of title 29, or

"(2) program of other training on the job approved under the provisions of section 1777 of this title,

subject to the conditions and limitations of this chapter with respect to educational assistance.

"(b)(1) The monthly training assistance allowance of such eligible person pursuing a program described under subsection (a) shall be (A) $160 during the first six-month period, (B) $120 during the second six-month period, (C) $80 during the third six-month period, and (D) $40 during the fourth and any succeeding six-month period.

"(2) In any month in which an eligible person pursuing a program of apprenticeship or a program of other on-job training fails to complete one hundred and twenty hours of training in such month, the monthly training assistance allowance set forth in subsection (b)(1) of this section shall be reduced proportionately in the proportion that the number of hours worked bears to one hundred and twenty hours rounded off to the nearest eight hours.

"(c) For purposes of this chapter and chapter 36 of this title, the terms 'program of apprenticeship' and 'program of other on-job training' shall have the same meaning as 'program of education'; and the term 'training assistance allowance' shall have the same meaning as 'educational assistance allowance'."

SEC. 316. Section 1777 of title 38, United States Code, is amended—

(a) by amending clauses (1) and (2) of subsection (b) to read as follows:

"(1) the wages to be paid the eligible veteran or eligible person (A) upon entrance into training, are not less than the wages paid other nonveterans in the same training position and are at least 50 per centum of the wages paid for the job for which he is to be trained, and (B) such wages will be increased in regular periodic increments until, not later than the last full month of the training period, they will be at least 85 per centum of the wages paid for the job for which such eligible veteran or eligible person is being trained; and

"(2) there is reasonable certainty that the job for which the eligible veteran or eligible person is to be trained will be available to him at the end of the training period."; and

(b) by inserting "or eligible person" immediately after "eligible veteran" each place it appears in subsection (c).

SEC. 317. The table of sections at the beginning of chapter 34 of title 38, United States Code, is amended by:

(a) inserting immediately after

"1677. Flight training."

the following:

"1678. Correspondence courses.";

(b) inserting immediately after

"1687. Discontinuance of allowances."

the following:

"1688. Veteran-student employment.";

and

(c) striking out

"SUBCHAPTER VI—PREDISCHARGE EDUCATION PROGRAM"

and inserting in lieu thereof:

"SUBCHAPTER VI—PREPARATORY EDUCATION PROGRAM"

SEC. 318. Table of sections at the beginning of chapter 35 of title 38, United States Code, is amended by:

(a) inserting immediately after

"1725. Period of operation for approval."

the following:

"1726. Special training for the educationally disadvantaged.
"1727. Correspondence courses.",

and

(b) inserting immediately after

"1737. Specialized vocational training courses."

the following:

"1738. Apprenticeship or other on-job training.".

TITLE IV—EFFECTIVE DATES

Sec. 401. Titles I and II of this Act shall become effective on the first day of the second calendar month following the month in which enacted.

Sec. 402. Section 303 of this Act shall become effective upon the first enrollment of an eligible veteran which occurs on or after the first day of the second calendar month following the month in which enacted.

Sec. 403. Section 305 and the last sentence of section 314 of this Act shall become effective upon the first enrollment or subsequent re-enrollment of an eligible veteran or person which occurs after the effective date of the enactment of this Act.

Veterans' Administration recommendation, introduced as H.R. 3349

VETERANS' ADMINISTRATION,
OFFICE OF THE ADMINISTRATOR OF VETERANS' AFFAIRS,
Washington, D.C., January 26, 1971.

Hon. CARL ALBERT,
Speaker of the House of Representatives,
Washington, D.C.

DEAR MR. SPEAKER: Enclosed is a draft bill to amend title 38, United States Code, in order to authorize the Administrator to make advance educational assistance payments to certain veterans.

The draft bill would authorize the Administrator to make an initial advance payment of the educational assistance allowance granted under chapter 34 of title 38, United States Code, to veterans enrolled in an educational institution half-time or more, plus the allowance for 1 full month, upon receipt of proof that the eligible veteran has been accepted for enrollment in an approved educational institution. Such payment would be made not earlier than the first of the month in which pursuit of the program is to commence. Thereafter, payments would continue to be made in advance at the beginning of each month in which the veteran pursues his program of education.

The veteran who enrolls in institutional training must make arrangements for the payment of his tuition either prior to commencement of classes or shortly thereafter. The amount which he is required to pay often will deter the veteran from entering training because his initial outlay will drain off his available funds.

Under existing law, the veteran can receive only a partial month payment of his Veterans' Administration educational assistance allowance after he has completed his first calendar month of training. This payment is received after the necessary enrollment data has been submitted by the school and processed by the Veterans' Administration. By authorizing the advance payment when he has been accepted for enrollment, he can be provided with funds to meet initial tuition and ongoing subsistence needs.

Administrative control over the propriety of such payment is provided for by authorizing the Administrator to withhold final payment of an enrollment period until proof of satisfactory pursuit of the program is furnished.

Certification requirements for the pursuit of flight training and correspondence courses would be retained.

The draft bill would carry out the recommendation of the President in his message of this date on measures not enacted during the 91st Congress. An advance payment proposal was included among the recommendations contained in the March 1970 report of the President's Committee on the Vietnam Veteran and was incorporated in draft legislation submitted to the Congress last year.

We believe that the measure will serve a threefold purpose. It will aid the veteran by providing him with the monetary allowance at the time of his greatest need; it will be helpful to the Veterans' Administration by simplifying procedures for making the initial payment of the educational assistance allowance at the time school enrollments are at their peak; and it will remove much of the pressure from educational institutions in meeting enrollment certification requirements.

It is estimated that enactment of the draft legislation would result in increased outlays in Fiscal Year 1972 of $55 million.

We are advised by the Office of Management and Budget that there is no objection to the presentation of this proposed legislation, and that its enactment would be in accord with the program of the President.

Sincerely,

Donald E. Johnson,
Administrator.

A BILL To amend title 38, United States Code, in order to authorize the Administrator to make advance educational assistance payments to certain veterans

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That subsections (d) and (e) of section 1681 of title 38, United States Code, are amended to read as follows:

"(d) The Administrator shall, except as provided in subsection (e) of this section, pay the initial educational assistance allowance of an enrollment period to an eligible veteran in an amount not to exceed the educational assistance allowance for the month or fraction thereof in which pursuit of the program will commence, plus the educational assistance allowance for one full month, upon receipt of proof that the eligible veteran has been accepted for enrollment in an approved educational institution on a half-time or more basis. Such payment shall not be made earlier than the first day of the month in which pursuit of the program is to commence. Subsequent payments of educational assistance allowance shall be made each month in advance, subject to such reports and proof of satisfactory pursuit of such program as the Administrator may require. The Administrator may withhold the final payment of an enrollment period until such proof is received and the amount appropriately adjusted. If the eligible veteran fails to enroll in the course after receiving the initial payment of the educational assistance allowance, the amount of such advance payment may be recovered from any benefit otherwise due the veteran under any law administered by the Veterans' Administration or such overpayment shall constitute a liability of such eligible veteran and may be recovered in the same manner as any other debt due the United States.

"(e) No educational assistance allowance shall be paid to an eligible veteran enrolled in a program of education consisting exclusively of flight training or exclusively by correspondence for any period until the Administration shall have received—

"(1) from the eligible veteran a certification as to his actual attendance during such period or, where the program is pursued by correspondence, a certificate as to the number of lessons actually completed by the veteran and serviced by the institution, and

"(2) from the educational institution, a certification, or an endorsement on the veteran's certificate, that such veteran was enrolled in and pursuing a course of education during such period and, in the case of an institution furnishing education to a veteran exclusively by correspondence, a certificate, or an endorsement on the veteran's certificate, as to the number of lessons completed by the veteran and serviced by the institution."

Sec. 2. This Act shall become effective on the first day of the second calendar month following the month in which enacted, but no advance payment of the educational assistance allowance authorized under this Act shall be obligated or paid prior to the fiscal year in which the first full month of the period of enrollment occurs.

Veterans' Administration report on H.R. 6904

VETERANS' ADMINISTRATION,
OFFICE OF THE ADMINISTRATOR OF VETERANS' AFFAIRS
Washington, D.C., April 27, 1971.

Hon. OLIN E. TEAGUE,
Chairman, Committee on Veterans' Affairs, House of Representatives, Washington, D.C.

DEAR MR. CHAIRMAN: This will respond to your request for a report by the Veterans' Administration on H.R. 6904, 92d Congress, a bill to amend title 38, United States Code, in order to authorize the administrator to make advance educational assistance payments to certain veterans.

H.R. 6904 would authorize the administrator to make an initial advance payment of the educational assistance allowance granted under chapter 34 of title 38, United States Code, to veterans enrolled in an educational institution half-time or more, plus the allowance for 1 full month, upon receipt of proof that the eligible veteran has been accepted for enrollment in an approved educational institution. Such payment would be made not earlier than the 1st of the month in which pursuit of the program is to commence. Thereafter, payments would continue to be made in advance at the beginning of each month in which the veteran pursues his program of education.

The bill is identical to the draft bill transmitted to the Speaker with my letter of January 26, 1971, urging its enactment which is set forth in House Committee Print No. 7, copy enclosed, and which was introduced as H.R. 3349. We were advised by the Office of Management and Budget in connection with that letter that there was no objection to the presentation of the draft bill and that its enactment would be in accord with the program of the President.

It is estimated that enactment of the bill would result in increased outlays in fiscal year 1972 of $55 million.

We recommend favorable consideration of H.R. 6904 by your committee.

Sincerely,

DONALD E. JOHNSON, *Administrator.*

Veterans' Administration report on H.R. 3262 and H.R. 5053

VETERANS' ADMINISTRATION,
OFFICE OF THE ADMINISTRATOR OF VETERANS' AFFAIRS,
Washington, D.C., June 24, 1971.

Hon. OLIN E. TEAGUE,
Chairman, Committee on Veterans' Affairs,
House of Representatives, Washington, D.C.

DEAR MR. CHAIRMAN: This will respond to your request for a report by the Veterans' Administration on H.R. 3262 and H.R. 5053, identical 92d Congress bills to amend title 38 of the United States Code to make the children of certain veterans having a service-connected disability rated at not less than 50 per centum eligible for benefits under the war orphans' educational assistance program.

These bills would amend section 1701(a)(1) of title 38, United States Code, to expand the definition of "eligible person" to include the child of a person who has a service-connected disability of not less than 50 percent, arising out of service after the beginning of the Spanish-American War. The educational assistance allowance payable to those children made eligible for benefits by this legislation would be limited to the same ratio of the allowance provided under sections 1732 and 1742 of title 38, United States Code, as the service-connected disability bears to 100 percent. (The first three sections of H.R. 3262 and H.R. 5053 amending sections 1701, 1732, and 1742 are technically deficient in their adaptation to the present language of these sections.)

The periods of eligibility currently set forth in section 1712 of title 38 would remain unchanged; however, provision is made in the subject bills to permit any person made eligible thereunder who is between the ages of 17 and 23 years on the date of enactment to remain eligible until the expiration of 5 years from the date of enactment. It should be noted that Public Law 90–77 extended the upper limit of the basic eligibility period from the eligible person's 23d birthday to his 26th birthday.

The purpose of the War Orphans' Educational Assistance Act of 1956 (Public Law 634, 84th Congress) was to provide educational assistance to the children of veterans who died of disease or injury incurred or aggravated in line of duty, the financial assistance being designed to replace what the veteran ordinarily would have provided. War orphans educational assistance benefits were subsequently extended (Public Law 88–361) to the children of veterans who have a service-connected total disability permanent in nature, thereby recognizing that a veteran so disabled would encounter special difficulties in providing college or other advance education for his children.

We are of the view that the benefits provided under the war orphans' educational assistance program should continue to be limited to those children who have been deprived of complete parental support by reason of death or total and permanent disability of the child's parent.

Moreover, it is noted that additional assistance through increased disability compensation on account of the children for whom assistance is sought under H.R. 3262 and H.R. 5053 has recently been granted through the enactment of Public Law 91–376, approved August 12,

1970. That law increased to $44 and $35, respectively, the additional allowance for dependents per month granted under sections 315 and 335 of title 38 to a totally disabled veteran on account of a child over the age of 18 years who is pursuing a course of instruction at an approved school, with proportionately lesser amounts payable on account of the children of veterans who are rated partially disabled, but not less than 50 percent.

It is estimated that the first year's direct benefit cost of H.R. 3262 or H.R. 5053, if enacted, would be $39.1 million and the direct benefit cost over the first 5 years would be $301.2 million. A table detailing an estimate of participation by individuals and costs over the first 5 years follows:

Fiscal year	Number of individuals	Direct benefits (in millions)
1st	50,000	$39.1
2d	85,000	65.1
3d	90,000	68.2
4th	89,000	67.5
5th	81,000	61.3
5-year total		301.2

In addition to the direct benefits costs, enactment of either of these measures would also entail additional administrative costs resulting from required counseling. It is estimated that these additional administrative costs would approximate $9.7 million the first year and $24.6 million over the first 5 years. A table setting forth details on these estimates follows:

Fiscal year	Counselings	Cost (in millions)		
		Guidance center fees	Personnel and travel	Total
1st	101,000	$6.2	$3.5	$9.7
2d	67,000	3.9	2.6	6.5
3rd	34,000	1.5	1.7	3.2
4th	30,000	1.3	1.5	2.8
5th	25,000	1.1	1.3	2.4
5-year total		14.0	10.6	24.6

In estimating costs as set forth above, we have assumed the date of enactment would approximate the beginning of fiscal year 1972 and that the upper age limit for the 5-year extension of training would be changed to "below the age of twenty-six years."

For the foregoing reasons, we recommend against favorable action by your committee on H.R. 3262 or H.R. 5053.

We are advised by the Office of Management and Budget that there is no objection to the presentation of this report from the standpoint of the administration's program.

Sincerely,

Donald E. Johnson, *Administrator.*

Veterans' Administration report on H.R. 5694 and H.R. 8662, a bill introduced following submission of this report

Veterans' Administration,
Office of the Administrator of Veterans' Affairs,
Washington, D.C., July 7, 1971.

Hon. Olin E. Teague,
Chairman, Committee on Veterans' Affairs, House of Representatives, Washington, D.C.

Dear Mr. Chairman: This will respond to your request for a report by the Veterans' Administration on H.R. 5694, 92d Congress, a bill to amend title 38, United States Code, to permit veterans' educational assistance payments to be applied to the repayment of educational loans under Federal programs entered into by veterans before commencing active service.

The bill would amend subchapter IV of chapter 34 of title 38, United States Code, by adding a new section 1688 permitting certain eligible veterans to utilize educational assistance benefits earned under the GI bill for repayment of educational loans made to them under various Federal programs prior to their entry into active service.

Section 1 of the measure would permit certain veterans to apply to the Administrator for repayment of all or part of an educational loan entered into prior to commencement of active duty where such loan was utilized to finance educational course work undertaken before that date and which was provided or guaranteed under a Federal program. Repayment, which would be made directly to the creditor, would be granted provided: the educational course work for which the eligible veteran obtained the loan would be approved as a program of education within the provisions of chapter 34; the veteran did not terminate the program because of reasons of unsatisfactory progress or his own misconduct or neglect; the loan is evidenced by a note or other written agreement creating a binding obligation under applicable law; and the proceeds of the loan were in fact used to finance his educational pursuit.

The repayment amount would be computed on the basis of the veteran's dependency status at the time of his application; would be limited to the total amount of educational assistance to which he would be entitled under chapter 34; and his educational entitlement would be reduced by the amount of the repayment.

Section 2 of the measure provides that, with respect to the preservice loan, the repayment authority granted under section 1 would apply to any preservice loan made on or after the date of the enactment; or, in the case of a person on active duty at the time of the bill's enactment, to any loan made before such date; or, in the case of a veteran entitled to educational assistance under chapter 34 on the date of enactment, to any loan made before such date.

The basic philosophy of the educational assistance program provided in the GI bill is to help the returning veteran adjust from military to civilian life by affording him monetary aid to obtain the educational status he might normally have aspired to and obtained had he not served his country in time of national emergency. It has never been intended as either a financial bonus for having served or as a reimbursement for preservice educational cost, paid or unpaid. Enactment of this measure would, we believe, represent a significant departure from this underlying purpose of the GI bill program.

The measure would be discriminatory in various ways. The veteran who could not obtain a loan but who worked his way through school would not benefit nor would the veteran who used his savings to finance his schooling. It is reasonable to assume that those veterans would initiate demands for equality of treatment through reimbursement. An equitable basis of distinction between such groups and those who would benefit from the bill is difficult to ascertain.

In addition, the bill would create inequities within the special class it is seeking to aid. The veteran who has made no payment to reduce the outstanding loan could have the entire debt paid off, while one who partially paid his loan would benefit to a lesser extent. Yet, they may have taken the same training at the same time.

The proposed payments are for a preservice incurred debt, which may have covered training completed before entering a military service obligation. The current GI bill created a reservoir of more than 3 million men who served between February 1, 1955, and its effective date of June 1, 1966, most of whom had completed their education and training. They did not receive any retroactive benefit for training completed prior to the enactment of the GI bill, nor were retroactive benefits provided under either the World War II or Korean bills. This bill would create a retroactive benefit for a special class. There would appear to be no equitable basis for the creation of this special class of beneficiaries.

We are of the view that there would be a great temptation to the veteran who is already trained and who has an outstanding Federal educational loan to apply all of his entitlement to pay for such a loan rather than to use the benefit to study the advances made in his educational field during his period of active duty. The demands of our society are such that, with everchanging advances in technology, graduate training has become commonplace and not the exception. If a veteran exhausts his educational assistance allowance to offset a prior loan, the allowance would not be available to continue his education, thus again thwarting the purpose of the veterans' educational assistance program.

Much of the information needed as a basis for estimating the cost of H.R. 5694 is not available. However, based on various assumptions we estimate the direct benefit cost for the first year would be $372.2 million and the first 5-year direct benefit cost would be $618.8 million. A breakdown stating the numerous assumptions on which our cost estimate is based, as well as a detailed 5-year cost figure, is included as an attachment to this report.

For the foregoing reasons, we recommend against favorable action by your committee on H.R. 5694.

The views expressed in this report are equally applicable to H.R. 8662, an identical 92d Congress bill, upon which you also requested a report.

We are advised by the Office of Management and Budget that there is no objection to the presentation of this report from the standpoint of the Administration's program.

Sincerely,

DONALD E. JOHNSON, *Administrator*.

Enclosure.

COST ESTIMATE—H.R. 5694, 92D CONGRESS

Much of the information needed as a basis for estimating the cost of this proposal is not available; therefore, this attempt to assess the likely magnitude of cost under this proposal is based upon the following assumptions:

FIRST ASSUMPTION

The estimate of veterans to whom this benefit would be applicable is based upon Department of Defense estimates of separations from the Armed Forces from fiscal year 1962 to date, and projected to fiscal year 1976.

SECOND ASSUMPTION

Veterans returning to civil life are expected to request full repayment of the remaining balance on their loan when the first postservice payment becomes due within 1 year of separation.

THIRD ASSUMPTION

The rate of annual repayment of these loans usually must be equal to at least one-tenth of the loan.

FOURTH ASSUMPTION

Based on information from the Office of Education, we have estimated that the weighted average loan will be $833 in fiscal year 1972. We have anticipated an increase of 6 percent per year from this point, and a 4-percent decrease per year, retrospectively.

FIFTH ASSUMPTION

Past experience concerning the proportion of chapter 34 trainees who had completed 1 or more years of college prior to service will remain relatively unchanged. This experience is as follows: 1 year college—6.5 percent; 2 years college—4.4 percent; 3 years college—1.8 percent; 4 years college—6.3 percent; and 5 years college—2.5 percent.

SIXTH ASSUMPTION

Estimates obtained from participating Federal agencies indicate that approximately one in four persons in college obtains a loan. However, in view of the liberality of this proposal, it is anticipated that after enactment of this bill the participation rate for veterans would increase to 30 percent.

SEVENTH ASSUMPTION

It is estimated that of those veterans who will obtain loans, the average number of loans is one for each year of college experience.

EIGHTH ASSUMPTION

The number of eligible persons who will request loan repayment, without having entered training will be about two-thirds as large as the number of trainees who will request such repayment.

NINTH ASSUMPTION

Loans by college students comprise about 98 percent of the total number of loans. The other 2 percent will be from schools below the college level. This assumption is based on Office of Education experience.

Based upon the foregoing assumptions, it is estimated that the cost of enactment of H.R. 5694 over the first 5 years will be as follows:

	Persons using repayment plan			Direct benefits cost (millions)
	Trainees	Others	Total	
Fiscal year—				
1972	169,000	112,000	281,000	$372.2
1973	21,000	13,000	34,000	72.6
1974	17,000	11,000	28,000	60.1
1975	15,000	11,000	26,000	59.4
1976	13,000	9,000	22,000	54.5
5-year total				618.8

The separation rates on which the above estimates are based are frequently revised by the Armed Forces. If the sharp decline in separation rates estimated by the Department of Defense (fiscal year 1972 through fiscal year 1976) does not occur, the costs estimated above would be proportionately increased.

The amount of administrative cost cannot be determined until administrative procedures which would be required to implement this proposal are further defined, but these costs are expected to be substantial. The above estimates do not include administrative costs.

Veterans' Administration report on H.R. 232, H.R. 2523, and H.R. 4864

VETERANS' ADMINISTRATION,
OFFICE OF THE ADMINISTRATOR OF VETERANS' AFFAIRS,
Washington, D.C., July 16, 1971.

Hon. OLIN E. TEAGUE,
Chairman, Committee on Veterans' Affairs,
House of Representatives, Washington, D.C.

DEAR MR. CHAIRMAN: This will respond to your request for a report by the Veterans' Administration on H.R. 232, H.R. 2523, and H.R. 4864, identical 92d Congress bills, to amend title 38 of the United States Code to permit certain active duty for training to be counted as active duty for purposes of entitlement to educational benefits under chapter 34 of such title.

These bills would amend section 1652(a)(3) and 1661(a) of title 38, United States Code, to enlarge the definition of the term "active duty" in the case of certain veterans. Those who served for a period of active duty pursuant to a call or order thereto issued to them after August 4, 1964, as Reserves or members of the National Guard or Air National Guard of any State, and who are eligible veterans for the purposes of educational assistance as a result of such duty, may include any period of not more than 6 consecutive months of full-time duty performed by them after January 31, 1955, for the purpose of obtaining initial military training pursuant to their military Reserve component obligation. That period would be deemed to be active duty for the purposes of chapter 34 of title 38.

The current GI bill (Veterans' Readjustment Benefits Act of 1966, as amended) limits educational benefits to veterans who have served on active duty for a period of more than 180 days, and specifically excludes any period during which an individual served under the active duty for training provisions of section 511(d) of title 10, United States Code. The exclusion of any period of active duty for training in the computation of eligibility and entitlement was also provided in the Korean conflict GI bill.

The rationale for such an exclusion was that a person who had no prior service by enlisting in a standard 6-year period of Reserve obligation would only receive up to 6 months of basic training in an active duty for training status, following which he was generally expected to merely attend a designated number of drills annually, usually in the evenings or on weekends, and serve a 2-week tour of active duty for training each year for a limited number of years. The granting of educational benefits premised on service such as is proposed in these bills would appear to be a departure from the readjustment concept. The primary purpose of each successive GI bill has been to assist veterans in their readjustment from military to civilian life. Congress, in enacting these laws, obviously concluded that the readjustment needs of persons who serve for comparatively short periods of time on active duty for training are not comparable to the needs of those who are required to serve on active duty for periods which are generally not less than 18 months and are usually longer. Fulfillment of the military service requirement under a Reserve program permits a more orderly planning of an educational program than would be possible if educational plans were to be interrupted for a period of 2 years or more.

Current law recognizes those situations which may require readjustment benefits such as injury or disease incurred during active duty under section 511(d) of title 10, United States Code. Thus, should a reservist suffer an injury or disease while on active duty for training or regular active duty, he is entitled to the same compensation benefits as other veterans. In addition, should he become economically incapacitated due to service-connected disease or injury, he is entitled to vocational rehabilitation up to 48 months, which is in excess of the 36 months educational allowance maximum under the GI bill.

The Reserve Forces report from the Department of Defense to the Congress stated that 14,811 members of Reserve units were called to regular active duty service in January 1968, and that another group of 21,171 was called to active duty service in May 1968 (the most recent callup). The average length of this active duty was approximately 15 months.

Under existing law, each eligible veteran receives 1½ months (or the equivalent thereof in part-time educational assistance) for each month or fraction thereof of his service on active duty after January 31, 1955. If, however, an eligible veteran has served a period of 18 months or more on active duty after January 31, 1955, and has been released from such service under conditions that would satisfy his active duty obligation, he is entitled to educational assistance for a period of 36 months. Any reservist who is called to active duty for more than 180 days earns entitlement to educational benefits on the same basis as regular members of the Armed Forces. Under some circumstances, the extension of entitlement to cover the initial basic period of active duty for training as contemplated by the subject bills would result in a disproportionate accrual of entitlement. For example, if a reservist served a period of 12 months on active duty the extension of entitlement for 6 months of active of active duty for training previously served in connection with his enlistment in a military Reserve component would then, under the provisions of the subject bills, give him a total of 18 months creditable service and, therefore, he would be eligible for 36 months of educational benefits.

Likewise, if a reservist completed 2 weeks active duty for training annually during the years 1956 through 1968, or a total of 26 weeks, he would acquire entitlement for educational assistance based upon 6 months active duty which, as indicated above, would be entirely contrary to the rationale for exclusion of periods of active duty for training as a basis for eligibility for educational benefits.

You also requested a report on H.R. 298 and H.R. 6148, similar purpose 92d Congress bills. These measures are identical in purpose with the three measures cited earlier in this report except that H.R. 298 and HR. 6148 limit the above service to active duty in an area designated as a combat zone by the President of the United States. It is our view that the period of service rather than the areas where the veteran served should be the governing factor. The fact that a veteran had been designated to serve in a combat zone should not offer him greater entitlement to benefits. Such a position would controvert current policy which provides nondiscriminatory treatment for all veterans serving during the same period.

It is estimated that at least 50 percent of the Reserves, National Guard, and Air National Guard called, or ordered, to active duty after August 4, 1964, already have earned full entitlement on the basis of prior active duty. The average period of active duty for the others is estimated to be 12 to 14 months, thereby making this group eligible for an initial 18 to 21 months of entitlement. The bills would credit additional entitlement to these veterans.

It is estimated that enactment of H.R. 232 or one of the other identical bills would result in a first year's cost of $1,194,000 and a total 5-year cost of $9,413,000. A detailed estimate of the cost of the first 5 years follows:

Fiscal year	Individuals	Cost
1972	1,190	$1,194,000
1973	1,990	2,040,000
1974	2,230	2,308,000
1975	2,030	2,117,000
1976	670	1,754,000
5-year total		9,413,000

It should be pointed out that the estimated cost figures submitted on these measures are higher than those submitted on identical or similar purpose 91st Congress bills commented on in our report to your committee under date of December 19, 1969 (Committee Print No. 166). This is due to changes in the trend of actual participation as well as increases in benefit rates enacted in Public Law 91–219 since the earlier estimate was made.

The cost for H.R. 298 and H.R. 6148, on the other hand, would be considerably less than the $9.4 million cited above as most of the reservists and guardsmen called to active duty since August 4, 1964, were not sent to a combat zone. However, we do not have sufficient data to provide the basis of a precise cost estimate for those measures.

In view of the foregoing, we recommend against favorable consideration by your committee of H.R. 232 or any of the identical or similar purpose bills.

Advice has been received from the Office of Management and Budget that there is no objection to the presentation of this report from the standpoint of the administration's program.

Sincerely,

DONALD E. JOHNSON,
Administrator.

Veterans' Administration report on H.R. 2505, H.R. 3965, and H.R. 10130, a bill identical to H.R. 3965 which was introduced following submission of this report

VETERANS' ADMINISTRATION,
OFFICE OF THE ADMINISTRATOR OF VETERANS' AFFAIRS,
Washington, D.C., July 27, 1971.

Hon. OLIN E. TEAGUE,
Chairman, Committee on Veterans' Affairs, House of Representatives, Washington, D.C.

DEAR MR. CHAIRMAN: The following comments are furnished as requested on H.R. 2505 and H.R. 3965, 92d Congress.

As stated in their titles, the bills propose to "provide equality of treatment for married female veterans." They seek to accomplish this by amending 38 U.S.C. 102(b) to delete certain criteria that currently restrict the eligibility of the husband or widower of a female veteran for certain benefits under laws we administer.

With the exception of hospital care in private contract hospitals and certain benefits where dependency is a factor, the laws providing veterans' benefits make no distinction between a female veteran and a male veteran. With respect to increased benefits payable to a veteran because of a "dependent" or "wife," 38 U.S.C. 102(b) requires that the husband of a female veteran must be incapable of self-maintenance and permanently incapable of self-support due to mental or physical disability. This is pertinent with respect to the payment to a veteran with service-connected disabilities of additional compensation for a "wife," payment of increased educational assistance allowances to a veteran for a "dependent," and reduction of benefits payable to a veteran receiving hospitalization or similar care if he is without a "wife."

Similarly, section 102(b) provides that for a "widower" to have the same status as a "widow" with respect to survivor benefits, the "widower" must have been incapable of self-maintenance and permanently incapable of self-support due to mental or physical disability at the time of the veteran's death. This provision is significant in connection with the payment of benefits to a "widow" under the death compensation, dependency and indemnity compensation, and death pension programs under chapters 11, 13, and 15, respectively, of title 38, United States Code. Again, while the law (38 U.S.C. 1801 (a)(2)) provides that the widow of a qualified veteran is eligible for the loan guaranty and direct loan benefits which the Veterans' Administration administers if the veteran died of a service-connected disability and the widow is not eligible for the benefits as a result of her own service, the widower of a female veteran would appear to be similarly eligible only if he was incapable of self-maintenance and permanently incapable of self-support due to mental or physical disability at the time of the veteran's death.

H.R. 2505 or H.R. 3965, if enacted, would remove from the law the additional requirements that must now be met in the case of husbands and widowers. As a result, benefits for husbands and widowers of female veterans would become payable under the same condition that now apply to wives and widows of male veterans.

As a matter of information, there is one distinction in the area of benefits between male and female veterans which would not be affected by the bills. Section 601(4)(c)(ii) of title 38, United States Code, defines "Veterans' Administration facilities" for the purpose of hospital care to include private facilities for which the Administrator contracts for purposes of providing such care "for women veterans of any war." The historical reason for this provision was that the Veterans' Administration did not have adequate facilities to provide for the hospital care of female veterans in all cases and it was deemed more appropriate to contract for their care as necessary than to equip special facilities for them. This provision, therefore, was incorporated in the law as a matter of administrative convenience rather than to afford female veterans an additional benefit.

In recent years, the circumstances of and attitudes toward the employment of females have changed considerably. Women, today, generally work because the family needs the money and the income they earn is significant in the support of the family. On the principle that Veterans' Administration benefits are designed to cushion family living standards for the loss of, or lessened, income stemming from the veteran's disability, school attendance, or death, it would seem appropriate to drop the requirement of actual dependency for the husbands or widowers of veteran-wives. Moreover, the existing provisions of law reflect discrimination between the sexes—the nondependent husband or widower does not have equal protection against economic hazard; he does not have entitlement to Veterans' Administration benefits to which the nondependent wife is eligible. And also, from a practical standpoint, the proposed revision of the law would be easier to administer since the dependency determinations are often time consuming and difficult to administer satisfactorily.

The Veterans' Administration lacks adequate current data upon which to predicate a precise estimate of the cost of these measures. However, based on available information, as a magnitude estimate, we believe that the bills, if enacted, could affect some 300 cases the first year at an approximate additional cost of $500,000. The cost should remain at about the same level for each of the succeeding 4 years.

The Veterans' Administration recognizes that the provision of benefits regardless of the dependency of husbands and widowers of female veterans that would flow from the enactment of these bills would constitute a significant change in the principles applicable to our benefit programs. For the reasons cited above, however, we support this legislation and recommend favorable consideration of H.R. 2505 or H.R. 3965 by your committee.

Advice has been received from the Office of Management and Budget that there is no objection to the presentation of this report from the standpoint of the administration's program.

Sincerely,

DONALD E. JOHNSON, *Administrator.*

Veterans' Administration report on H.R. 8282, H.R. 10391, H.R. 10565 (introduced following submission of this report), and H.R. 9662, a similar purpose bill

VETERANS' ADMINISTRATION,
OFFICE OF THE ADMINISTRATOR OF VETERANS' AFFAIRS,
Washington, D.C., August 11, 1971.

Hon. OLIN E. TEAGUE,
Chairman, Committee on Veterans' Affairs,
House of Representatives, Washington, D.C.

DEAR MR. CHAIRMAN: This will respond to your request for a report by the Veterans' Administration on H.R. 8282, 92d Congress, a bill to amend chapter 34 of title 38 of the United States Code to restore entitlement to educational benefits to veterans of World War II and the Korean conflict.

This bill would amend sections 1651, 1652, and 1661 of title 38, United States Code, to restore to veterans of World War II and the Korean conflict entitlement to educational benefits which they did not utilize under prior provisions of the World War II GI bill (Public Law 346, 78th Congress) and the Korean conflict GI bill (Public Law 550, 82d Congress).

The primary purpose of the World War II and Korean GI bills (as well as the current law) was to assist veterans in their readjustment from military to civilian life. World War II was officially terminated on July 25, 1947, approximately 24 years ago. For most veterans educational benefits under the World War II GI bill ended on July 25, 1956—9 years after the official termination date. It appears reasonable to consider that the 9-year period granted these veterans to take advantage of the financial benefits authorized under that law was a liberal one. It gave a veteran 9 years in which to complete a 4-year standard college degree course, or 108 months in which to utilize the maximum 48 months of entitlement provided under that law.

For educational benefit purposes the Korean conflict officially ended on January 31, 1955—over 16 years ago. The Korean conflict GI bill allowed each eligible veteran 8 years from the date of his separation from a period of Korean conflict active duty or until January 31, 1965 (10 years from the termination date), whichever was later, to pursue his program of education. In addition, a Korean conflict veteran who remained on active duty after January 31, 1955 is eligible for educational benefits under the current GI bill based upon any portion of service after that date not used for education or training under the prior law.

We believe that World War II veterans and Korean conflict veterans have had ample time to pursue education or training to assist them in meeting the concept of the respective GI bills, namely, readjustment from military to civilian life.

We would also like to point out that enactment of this measure would result in a major administrative problem in the area of records. Under our document retention schedule, many of the rehabilitation and education folders of World War II and Korean conflict veterans have been destroyed. The schedule calls for destruction of the folders 4 years after completion or discontinuance of training or disallowance of the application and after settlement of appeals or any other pending matters. It would be necessary to reconstruct a veteran's entitlement record, to the extent possible, from various microfilm payment records. This would be an extremely difficult undertaking. It would present a monumental and costly task if required on a large scale since it could potentially involve millions of veterans who either chose not to take any training under the prior laws or who did not take full advantage of their entitlement.

As a technical matter the reference in the bill to "chapter 33 of this title" is inappropriate since that section of law was repealed by section 4 of Public Law 89–358.

We have no means of estimating the extent to which World War II and Korean conflict veterans, at their present age, and considering their present economic and social status, would avail themselves of this opportunity for additional education and training. Most of these veterans are in the labor force and probably could not spare the time to participate in a full-time educational program, but they might be able to take part-time courses. Retired veterans and others not in the labor force, however, might enroll for full-time training. For this reason, we are unable to estimate the probable cost of H.R. 8282. We would, instead, like to cite some factors which we believe would be pertinent to a better understanding of the potential magnitude of the cost should this bill be enacted. These are as follows:

Our records show that among veterans of World War II and the Korean conflict approximately 500 million months of entitlement were allowed to expire unused. When multiplied by the average value of a month of training under chapter 34, the dollar value of this unused entitlement would approximate $83 billion. This value might be further expanded by pending legislation which would substantially increase educational allowance rates under chapter 34.

If, under the proposed extension, only one in 20 (5 percent) of the eligible veterans were to use an average of only 12 months of training under chapter 34, the cost of direct benefits would approximate $1.7 billion.

In addition, it is likely that the cost will be as high or higher for the latter portion of the 8 years in which these veterans would be eligible for training as in the first few years. This is because an increasing number would reach retirement age and therefore would have the time to pursue some new educational interest.

For the foregoing reasons, we recommend against favorable action by your committee on H.R. 8282.

The views expressed in this report are equally applicable to H.R. 10391, an identical 92d Congress bill, and H.R. 9662, a similar purpose 92d Congress bill, which are presently pending before your committee.

We are advised by the Office of Management and Budget that there is no objection to the presentation of this report from the standpoint of the administration's program.

Sincerely,

Donald E. Johnson, *Administrator.*

Veterans' Administration report on H.R. 8094, H.R. 9613, and H.R. 9823, a similar purpose bill

VETERANS' ADMINISTRATION,
OFFICE OF THE ADMINISTRATOR OF VETERANS' AFFAIRS,
Washington, D.C., September 22, 1971.

Hon. OLIN E. TEAGUE,
Chairman, Committee on Veterans' Affairs,
House of Representatives, Washington, D.C.

DEAR MR. CHAIRMAN: This will respond to your request for a report by the Veterans' Administration on H.R. 8094, 92d Congress, a bill to provide equitable treatment of veterans enrolled in vocational education courses.

This bill would amend section 1681(b)(2) of title 38, United States Code, to exclude those vacation periods established by the institution in conjunction with certain holidays for absence counting purposes in computing the educational assistance allowance payable to veterans pursuing courses not leading to a standard college degree.

Current law (38 U.S.C. 1681(b)(2)) presently provides that no educational assistance allowance shall be paid to any veteran enrolled in a course which does not lead to a standard college degree (excluding programs of apprenticeship and other on-job training authorized by section 1683 of title 38) for any day of absence in excess of 30 days in a 12-month period, not counting as absences weekends or legal holidays established by Federal or State law during which the institution is not regularly in session.

The first GI bill (Public Law 346, 78th Congress) was enacted on June 22, 1944. This represented the first major scholarship undertaking by the Federal Government and many problems developed in the administration of this program, As a result, the Congress created a select committee to make an investigation of the program. This committee conducted a lengthy study and during this investigation numerous inadequacies in the law relating to such matters as full-time courses, required attendance, and attendance in subversive-type schools were found. It was also brought out that many fly-by-night vocational and trade schools had been created which catered exclusively to veterans

The findings and experience of the select committee were utilized in drafting the Korean conflict GI bill (Public Law 550, 82d Congress). History has shown that the Korean program met with marked success and most of the areas of abuse detected in the earlier World War II program were eliminated. Section 1681(b)(2) of the present GI bill is similar in content to the corresponding section 231(b)(2) in Public Law 550.

Based upon the present allowance of 30 days of absence in a year, without any reduction in the amount of the benefit received, the veteran may be absent 11½ percent of the time. And, this does not include the extra days off because of Federal or State holidays (there are now nine Federal holidays listed in 5 U.S.C. 6103). We believe that allowance with pay for 11½ percent of the time in a year provides for a most reasonable amount of time away from school.

Traditionally, the vocational-type courses and degree courses have been given at separate institutions, with different organizations and procedures. Today, in many cases, both academic and vocational training are being given by the same institutions. The different procedures necessary for the vocational operations stem from the nature of the training. The distinction is in the course and not the school or student. To increase the amount of absence with pay which this bill would do, would dilute the training schedules of the vocational-type courses for the individual veteran. In these courses shop practice and theory are essential instructions. To miss more than the minimal of either would be detrimental to the veteran in his effort to succeed in the program.

It is estimated that if H.R. 8094 were enacted the first year cost of the bill would be $1.5 million and the first 5-year cost would be $6.2 million. A detailed 5-year-cost estimate follows:

Additional direct benefits cost in millions

Year:	
1st	$1.5
2d	1.4
3d	1.3
4th	1.0
5th	1.0
5-year total	6.2

The above estimate is based on the first full year being fiscal year 1972.

For the foregoing reasons, we recommend against favorable action by your committee on H.R. 8094.

As a technical matter, we note that the subject bill does not incorporate the exclusion of veterans in apprenticeship or other on-the-job training presently contained in section 1681(b)(2). This exclusion was placed in the section when the Congress enacted Public Law 91-584. A different measurement has been applied to these veterans (38 U.S.C. 1683(b)(2)) premised upon the number of hours of training they receive each month. Should your committee give consideration to the subject bill, we urge that this exclusion be retained.

The views expressed in this report are equally applicable to H.R. 9613, an identical bill, and H.R. 9823, a similar purpose bill, which are presently pending before your committee.

We were advised by the Office of Management and Budget in regard to a report to the chairman of the Senate Committee on Veterans' Affairs, on S. 1776, a bill identical to H.R. 9823, that there was no objection from the standpoint of the administration's program to the presentation of that report to that committee.

Sincerely,

DONALD E. JOHNSON, *Administrator*.

Veterans' Administration report on H.R. 10130

(Note report on H.R. 2505 and H.R. 3965, dated July 27, 1971.)

VETERANS' ADMINISTRATION,
OFFICE OF GENERAL COUNSEL,
Washington, D.C., September 28, 1971.

OLIN E. TEAGUE,
Chairman, Committee on Veterans' Affairs, House of Representatives, Washington, D.C.

DEAR MR. CHAIRMAN: This is in response to your request for a report by the Veterans' Administration on H.R. 10130, 92d Congress.

The bill proposes to provide equality of treatment for married female veterans. It seeks to accomplish this by amending 38 U.S.C. 102(b) to delete certain criteria that currently restricts the eligibility of the husband or widower of a female veteran for certain benefits under laws we administer.

The bill is identical with H.R. 3965, 92d Congress, with respect to which the Veterans' Administration submitted a report to your committee on July 27, 1971. The views expressed in that letter, a copy of which is enclosed, and the recommendation for enactment are equally applicable to H.R. 10130.

Sincerely,

JOHN J. CORCORAN, *General Counsel.*

Veterans' Administration report on H.R. 10565
(Note report on H.R. 8282 and H.R. 10391, dated Aug. 11, 1971.)

VETERAN'S ADMINISTRATION,
OFFICE OF THE ADMINISTRATOR OF VETERANS' AFFAIRS,
Washington, D.C., October 8, 1971.

Hon. OLIN E. TEAGUE,
Chairman, Committee on Veterans' Affairs,
House of Representatives, Washington, D.C.

DEAR MR. CHAIRMAN: This will respond to your request for a report by the Veterans' Administration on H.R. 10565, 92d Congress, a bill to amend chapter 34 of title 38 of the United States Code to restore entitlement to educational benefits to veterans of World War II and the Korean conflict.

This bill is identical to H.R. 8282, 92d Congress, a bill on which we submitted our views to your committee on August 11, 1971. The views expressed in that report are equally applicable to H.R. 10565.

We were advised by the Office of Management and Budget that there was no objection from the standpoint of the administration's program to the presentation of the report on H.R. 8282 to your committee.

Sincerely,

DONALD E. JOHNSON,
Administrator.

Veterans' Administration recommendation, introduced as H.R. 11954

VETERANS' ADMINISTRATION,
OFFICE OF THE ADMINISTRATOR OF VETERANS' AFFAIRS,
Washington, D.C., November 27, 1971.

Hon. CARL ALBERT,
Speaker of the House of Representatives, Washington, D.C.

DEAR MR. SPEAKER: Enclosed is a draft bill to amend chapters 31, 34, and 35 of title 38, United States Code, to increase the rates of vocational rehabilitation, educational assistance, and special training allowance paid to eligible veterans and persons; to provide for advance educational assistance payments to certain veterans; to make improvements in the educational assistance program; and for other purposes.

The draft bill presents in one comprehensive form a measure which would provide desirable technical changes in the educational benefit program, including an advance pay proposal which has already been presented to the Congress, and rate increases in all educational benefit programs provided under the GI bill. These rate changes represent, for the most part, an increase of 8.6 percent which reflects the rise in consumer prices since the last veterans educational allowance rate adjustment became effective on February 1, 1970. Larger increases, approximating 48 percent, are provided in the on-job and apprentice programs since experience has shown that this is the area of greatest need and it is believed that such upward adjustment will materially aid in stimulating job opportunities for veterans.

A detailed section-by-section analysis of the provisions of the draft bill, including cost estimates for each section, is also enclosed.

We request that this bill be introduced and strongly recommend its favorable consideration.

We are advised by the Office of Management and Budget that there is no objection to the presentation of this proposed legislation to the Congress.

Sincerely,

DONALD E. JOHNSON, *Administrator.*

A BILL To amend chapters 31, 34, and 35 of title 38, United States Code, to increase the rates of vocational rehabilitation, educational assistance and special training allowance paid to eligible veterans and persons; to provide for advance educational assistance payments to certain veterans; to make improvements in the educational assistance programs; and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act may be cited as the "Veterans' Education and Training Amendments of 1971".

TITLE I—VOCATIONAL REHABILITATION–EDUCATIONAL ASSISTANCE RATE ADJUSTMENTS

Sec. 101. Chapter 31 of title 38, United States Code, is amended as follows:

(a) by amending section 1504(b) to read as follows:

"(b) The subsistance allowance of a veteran-trainee is to be determined in accordance with the following table, and shall be the monthly amount shown in column II, III, or IV (whichever is applicable as determined by the veterans' dependency status) opposite the appropriate type of training as specified in in column I:

"Column I Type of training	Column II No dependents	Column III One dependent	Column IV Two or more dependents
Institutional:			
Full-time	$146	$196	$227
Three-quarter-time	106	144	169
Half-time	73	99	110
Institutional on-farm, apprentice, or other on-job training: Full-time	128	166	196

Where any full-time trainee has more than two dependents and is not eligible to receive additional compensation as provided by section 315 or section 335 (whichever is applicable) of this title, the subsistence allowance prescribed in column IV of the foregoing table shall be increased by an additional $7 per month for each dependent in excess of two."; and

(b) by deleting in section 1507 "$100" and inserting in lieu thereof "$200".

Sec. 102. Chapter 34 of title 38, United States Code, is amended as follows:

(a) by deleting in the last sentence of section 1677(b) "$175" and inserting in lieu thereof "$190";

(b) the table contained in paragraph (1) of section 1682(a) is amended to read as follows:

"Column I Type of program	Column II No dependents	Column III One dependent	Column IV Two dependents	Column V More than two dependents
				The amount in column IV plus the following for each dependent in excess of two:
Institutional:				
Full-time	$190	$220	$250	$15
Three-quarter-time	139	162	185	11
Half-time	88	103	118	8
Cooperative	153	180	207	11.";

(c) by deleting in section 1682(b) "$175" and inserting in lieu thereof "$190";

(d) the table contained in section 1682(d)(2) is amended to read as follows:

"Column I Basis	Column II No dependents	Column III One dependent	Column IV Two dependents	Column V More than two dependents
				The amount in Column IV, plus the following for each dependent in excess of two:
Full-time	$153	$180	$207	$11
Three-quarter-time	109	129	149	8
Half-time	73	86	100	5.";

(e) the table contained in section 1683(b) is amended to read as follows:

"Periods of training	No dependents	One dependent	Two or more dependents
First 6 months	$160	$178	$197
Second 6 months	120	136	156
Third 6 months	80	98	117
Fourth and any succeeding 6-month periods	40	58	77."

and

(f) by deleting in section 1696(b) "$175" and inserting in lieu thereof "$190".

SEC. 103. Chapter 35 of title 38, United States Code, is amended as follows:

(a) by amending section 1732 (a)(1) to read as follows:

"(a)(1) The educational assistance allowance on behalf of an eligible person who is pursuing a program of education consisting of institutional courses shall be computed at the rate of (A) $190 per month if pursued on a full-time basis, (B) $139 per month if pursued on a three-quarter-time basis, and (C) $88 per month if pursued on a half-time basis.";

(b) by deleting in section 1732(a)(2) "$175" and inserting in lieu thereof "$190";

(c) by deleting in section 1732(b) "$141" and inserting in lieu thereof "$153"; and

(d) by amending section 1742 (a) to read as follows:

"(a) While the eligible person is enrolled in and pursuing a full-time course of special restorative training, the parent or guardian shall be entitled to receive on his behalf a special training allowance computed at the basic rate of $190 per month. If the charges for tuition and fees applicable to any such course are more than $60 per calendar month the basic monthly allowance may be increased by the amount that such charges exceed $60 a month, upon election by the parent or guardian of the eligible person to have such person's period of entitlement reduced by one day for each $6.80 that the special training allowance paid exceeds the basic monthly allowance."

TITLE II—ADVANCE VOCATIONAL REHABILITATION SUBSISTENCE AND EDUCATIONAL ASSISTANCE ALLOWANCE PAYMENTS

SEC. 201. Subsection (a) of section 1504 of title 38, United States Code, is amended by adding at the end thereof the following: "The Administrator shall pay the initial subsistence allowance of a course of vocational rehabilitation training to an eligible veteran in an amount not to exceed the subsistence allowance for the month or fraction thereof in which pursuit of the course will commence, plus the subsistence allowance for one full month, upon receipt of proof that the veteran has been enrolled in an approved educational institution on a half-time or more basis. Such payment shall not be made earlier than the first day of the month in which pursuit of the course is to commence. Subsequent payments of subsistence allowance shall be made each month in advance, subject to such reports and proof of satisfactory pursuit of such program as the Administrator may require. The Administrator may withhold the final payment of subsistence allowance payable to such veteran until such proof is received and the amount appropriately adjusted. If the eligible veteran fails to pursue the course after receiving the initial payment of the subsistence allowance, the amount of such payment may be recovered from any benefit otherwise due the veteran under any law administered by the Veterans' Administration or such overpayment shall constitute a liability of such eligible veteran and may be recovered in the same manner as any other debt due the United States."

SEC. 202. Subsections (d) and (e) of section 1681 of title 38, United States Code, are amended to read as follows:

"(d) The Administrator shall, except as provided in subsection (e) of this section, pay the initial educational assistance allowance of an enrollment period to an eligible veteran in an amount not to exceed the educational assistance allowance for the month or fraction thereof in which pursuit of the program will commence, plus the educational assistance allowance for one full month, upon receipt of proof that the eligible veteran has been enrolled in an approved educational institution on a half-time or more basis. Such payment shall not be made earlier than the first day of the month in which pursuit of the program is to commence. Subsequent payments of educational assistance allowance shall be made each month in advance, subject to such reports and proof of satisfactory pursuit of such program as the Administrator may require. The Administrator may withhold the final payment of an enrollment period until such proof is received and the amount appropriately adjusted. If the eligible veteran fails to pursue the course after receiving the initial payment of the educational assistance allowance, the amount of such advance payment may be recovered from any benefit otherwise due the veteran under any law administered by the Veterans' Administration or such overpayment shall constitute a liability of such eligible veteran and may be recovered in the same manner as any other debt due the United States.

"(e) No educational assistance allowance shall be paid to an eligible veteran enrolled in a program of education consisting exclusively of flight training or exclusively by correspondence for any period until the Administrator shall have received—

"(1) from the eligible veteran a certification as to his actual attendance during such period or, where the program is pursued by correspondence, a certificate as to the number of lessons actually completed by the veteran and serviced by the institution, and

"(2) from the educational institution, a certification, or an endorsement on the veteran's certificate, that such veteran was enrolled in and pursuing a course of education during such period and, in the case of an institution furnishing education to a veteran exclusively by correspondence, a certificate, or an endorsement on the veteran's certificate, as to the number of lessons completed by the veteran and serviced by the institution."

SEC. 203. Subsection (d) of section 1731 of title 38, United States Code, is amended to read as follows:

"(d) The Administrator shall pay the initial educational assistance allowance of an enrollment period on behalf of an eligible person in an amount not to exceed the educational assistance allowance for the month or fraction thereof in which pursuit of the program will commence, plus the educational assistance allowance for one full month, upon receipt of proof that the eligible person has been enrolled in an approved educational institution on a half-time or more basis. Such payment shall not be made earlier than the first day of the month in which pursuit of the program is to commence. Subsequent payments of educational assistance allowance shall be made each month in advance, subject to such reports and proof of satisfactory pursuit of such program as the Administrator may require. The Administrator may withhold the final payment of an enrollment period until such proof is received and the amount appropriately adjusted. If the eligible person fails to pursue the course after receiving the initial payment of the educational assistance allowance, the amount of such advance payment may be recovered from any benefit otherwise due the eligible person under any law administered by the Veterans' Administration or such overpayment shall constitute a liability of such eligible person and may be recovered in the same manner as any other debt due the United States."

SEC. 204. Subchapter IV of chapter 34 of title 38, United States Code, is amended by inserting immediately after section 1687 the following new section:

"§1688. Veteran-student employment

"(a) Notwithstanding any other provision of law, the Administrator is authorized to utilize on an intermittent basis the services of veteran-students who are pursuing full-time programs of education or training under chapters 31 and 34 of this title. Such veteran-students may be utilized to perform such services for the Veterans Administration at such times and places as the Administrator deems advisable.

"(b) Veteran-students utilized under the authority of subsection (a) of this section shall be paid an hourly rate equivalent to the minimum rate for a grade in the General Schedule contained in section 5332 of title 5, determined by the Administrator to be appropriate for the services rendered. Such grade determination may, at the Administrator's discretion, be based upon, but shall not be subject to, position classification standards issued by the Civil Service Commission pursuant to section 5105 of title 5.

"(c) While performing the services authorized by subsection (a) of this section, such veteran-students shall not be deemed to be employees of the United States for the purposes of laws administered by the Civil Service Commission. They shall, however, be considered to be employees of the United States for the purposes of the benefits of chapter 81 of title 5."

TITLE III—EDUCATIONAL ASSISTANCE PROGRAM ADJUSTMENTS

Sec. 301. Section 1671 of title 38, United States Code, is amended to read as follows:

"Any eligible veteran, or individual on active duty, who desires to initiate a program of education under this chapter shall submit an application to the Administrator which shall be in such form, and contain such information, as the Administrator shall prescribe. The application of an individual on active duty must be approved by a service education officer prior to its submission. The Administrator shall approve such application unless he finds that such veteran or individual is not eligible for or entitled to the educational assistance applied for, or that his program of education fails to meet any of the requirements of this chapter, or that he is already qualified. The Administrator shall notify the eligible veteran or individual of the approval or disapproval of his application."

Sec. 302. Clause (3) of subsection (b) of section 1675 of title 38, United States Code, is amended by inserting after the words "general locality" the following: "or where the school has made a complete move with substantially the same faculty, curricula, and students, without a change in ownership."

Sec. 303. Subchapter III of chapter 34 of title 38, United States Code, is amended by inserting immediately after section 1677 the following new section:

"§ 1678. Correspondence courses

"(a)(1) Each eligible veteran who is pursuing a program of education exclusively by correspondence shall be paid an educational assistance allowance computed at the rate of 90 per centum of the established charge which the institution requires nonveterans to pay for the course or courses pursued by the eligible veteran. The term 'established charge' as used herein means the charge for the course or courses determined on the basis of the lowest extended time payment plan offered by the institution and approved by the appropriate State approving agency or the actual cost to the veteran, whichever is the lesser. Such allowance shall be paid quarterly on a pro rata basis for the lessons completed by the veteran and serviced by the institution.

"(2) The period of entitlement of any veteran who is pursuing any program of education exclusively by correspondence shall be charged with one month for each $190 which is paid to the veteran as an educational assistance allowance for such course.

"(b) In any case where an eligible veteran terminates his correspondence training before completing the required number of lessons, the institution shall make a pro-rata refund of monies paid by such veteran and, in addition, such institution shall not charge the veteran with any registration or similar fee in excess of $50.00."

Sec. 304. Section 1682 of title 38, United States Code, is amended by—

(a) repealing subsection (c) thereof in its entirety; and

(b) redesignating subsection (d), as amended by section 102(d) of title I of this Act, as subsection (c).

Sec. 305. Section 1684 of title 38, United States Code, is amended by adding at the end of subsection (a) the following new sentence: "Notwithstanding the provisions of clause (2) of this subsection, in the case of an institution offering undergraduate courses leading to a standard college degree which are measured on a quarter or semester-hour basis and technical courses which are measured on a clock-hour basis, any of such courses as determined by the educational institution shall be measured on a semester-hour basis for the purpose of computing the educational assistance allowance payable under this chapter."

Sec. 306. (a) The heading for Subchapter VI of chapter 34 of title 38, United States Code, is amended by striking out "Predischarge" and inserting in lieu thereof "Preparatory".

(b) Subsection (a) of section 1695 of title 38, United States Code, is amended to read as follows:

"(a) The purpose of this subchapter is to encourage and assist veterans in preparing for their future education, training, or vocation by providing them with an opportunity to enroll in and pursue a program of education or training prior to their discharge or release from active duty with the Armed Forces. The program provided for under this subchapter shall be known as the Preparatory Education Program (PREP)."

Sec. 307. Subsection (a) of section 1701 of title 38, United States Code, is amended as follows:

(1) by amending paragraph (6) to read as follows:

"(6) The term 'educational institution' means any public or private secondary school, vocational school, correspondence school, business school, junior college, teachers' college, college, normal school, professional school, university, or scientific or technical institution, or any other institution if it furnishes education at the secondary school level or above."; and

(2) by adding at the end thereof the following new paragraph:

"(9) For the purposes of this chapter and chapter 36 of this title, the term 'training establishment' means any establishment providing apprentice or other training on the job, including those under the supervision of a college or university or any State department of education, or any State apprenticeship agency, or any State board of vocational education, or any joint apprenticeship committee, or the Bureau of Apprenticeship and Training established pursuant to chapter 4C of title 29, or any agency of the Federal Government authorized to supervise such training."

Sec. 308. Section 1720 of title 38, United States Code, is amended by inserting after the first sentence in subsection (a) thereof a new sentence as follows: "Such counseling shall not be required where the eligible person has been accepted for, or is pursuing, courses which lead to a standard college degree, at an approved institution."

Sec. 309. The first sentence of subsection (c) of section 1723 of title 38, United States Code, is amended to read as follows:

"The Administrator shall not approve the enrollment of an eligible person in any course of institutional on-farm training, any course to be pursued by correspondence (except as provided in section 1727 of this chapter), open circuit television (except as herein provided), or a radio, or any course to be pursued at an educational institution not located in a State or in the Republic of the Philippines."

Sec. 310. Clause (3) of subsection (b) of section 1725 of title 38, United States Code, is amended by inserting after the words "general locality" the following: "or where the school has made a complete move with substantially the same faculty, curricula, and students, without a change in ownership."

Sec. 311. Subchapter III of chapter 35 of title 38, United States Code, is amended by inserting immediately after section 1725 the following new sections:

"§ 1726. Special training for the educationally disadvantaged

"(a) In the case of any eligible widow or wife who—

"(1) has not received a secondary school diploma (or equivalency certificate), and

"(2) in order to pursue a program of education for which she would otherwise be eligible, needs additional secondary school training, either refresher courses or deficiency courses, to qualify for admission to an appropriate educational institution, the Administrator may, without regard to the provisions of section 1723(d), approve the enrollment of such widows or wives in an appropriate course or courses to be pursued in a State.

"(b) The Administrator shall pay eligible widows or wives pursuing a course or courses pursuant to subsection (a) of this section an educational assistance allowance as provided in sections 1731 and 1732 of this chapter; except that no enrollment in adult evening secondary school courses shall be approved in excess of half-time training as defined in section 1733 of this title.

"(c) The educational assistance allowance authorized by this section shall be paid without charge to any period of entitlement the widow or wife may have pursuant to sections 1710 and 1711 of this chapter."

"§ 1727. Correspondence courses

"(a)(1) Each eligible wife or widow (as defined in section 1701(a)(1)(B), (C) or (D) of this chapter) who is pursuing a program of education exclusively by correspondence shall be paid an educational assistance allowance computed at the rate of 90 per centum of the established charge which the institution requires other individuals enrolled in the same program to pay. The term 'established charge' as used herein means the charge for the course or courses determined on the basis of the lowest extended time payment plan offered by the institution and approved by the appropriate State approving agency or the actual cost to such eligible person, whichever is the lesser. Such allowance shall be paid quarterly on a pro rata basis for the lessons completed by the eligible person and serviced by the institution.

"(2) The period of entitlement of any eligible person who is pursuing any program of education exclusively by correspondence shall be charged with one month for each $190 which is paid to the eligible person as an educational assistance allowance for such course.

"(b) In any case where an eligible person terminates his correspondence training before completing the required number of lessons, the institution shall make a pro rata refund of monies paid by such eligible person and, in addition, such institution shall not charge the eligible person with any registration or similar fee in excess of $50.00."

SEC. 312. Section 1731 of title 38, United States Code, is amended by—

(a) inserting in clause (2) of subsection (b) immediately after the words "standard college degree" the following: "(excluding programs of apprenticeship and programs of other on-job training authorized by section 1738 of this title)"; and

(b) amending subsection (e) to read as follows:

"(e) No educational assistance allowance shall be paid to an eligible person enrolled in a program of education consisting exclusively of correspondence courses for any period until the Administrator shall have received (1) from the eligible person a certificate as to the number of lessons actually completed by the eligible person and serviced by the institution, and

(2) from the educational institution, a certification, or an endorsement on the eligible person's certificate, as to the number of lessons completed by the eligible person and serviced by the institution."

SEC. 313. Clause (2) of subsection (a) of section 1732 of title 38, United States Code, is amended by adding at the end thereof the following: "Notwithstanding provisions of section 1731 of this title, payment of the educational assistance allowance provided by this clause may be made to an eligible person in an amount computed for the entire quarter, semester, or term during the month immediately following the month in which certification is received from the educational institution that the person has enrolled in and is pursuing a program at such institution."

SEC. 314. Subsection (a) of section 1733 of title 38, United States Code, is amended to read as follows:

"(a) For the purposes of this chapter—

"(1) an institutional trade or technical course offered on a clock-hour basis below the college level involving shop practice as an integral part thereof, shall be considered a full-time course when a minimum of thirty hours per week of attendance is required with no more than two and one-half hours of rest periods per week allowed;

"(2) an institutional course offered on a clock-hour basis below the college level in which theoretical or classroom instruction predominates shall be considered a full-time course when a minimum of twenty-five hours per week net of instruction (which may include customary intervals not to exceed ten minutes between hours of instruction) is required;

"(3) an academic high school course requiring sixteen units for a full course shall be considered a full-time course when a minimum of four units per year is required. For the purpose of this clause, a unit is defined to be not less than one hundred and twenty sixty-minute hours or their equivalent of study in any subject in one academic year;

"(4) an institutional undergraduate course offered by a college or university on a quarter- or semester-hour basis shall be considered a full-time course when a minimum of fourteen semester hours or the equivalent thereof, for which credit is granted toward a standard college degree (including those for which no credit is granted but which are required to be taken to correct an educational deficiency), is required, except that where such college or university certifies, upon the request of the Administrator, that (A) full-time tuition is charged to all undergraduate students carrying a minimum of less than fourteen such semester hours or the equivalent thereof, or (B) all undergraduate students carrying a minimum of less than fourteen such semester hours or the equivalent thereof, are considered to be pursuing a full-time course for other administrative purposes, then such an institutional undergraduate course offered by such college or university with such minimum number of such semester hours shall be considered a full-time course, but in the event such minimum number of semester hours is less than twelve semester hours or the equivalent thereof, then twelve semester hours or the equivalent thereof shall be considered a full-time course; and

"(5) a program of apprenticeship or a program of other on-job training shall be considered a full-time program when the eligible person is required to work the number of hours constituting the standard workweek of the training establishment, but a workweek of less than thirty hours shall not be considered to constitute full-time training unless a lesser number of hours has been established as the standard workweek for the particular establishment through bona fide collective bargaining. Notwithstanding the provisions of clause (2) of this subsection, in the case of an institution offering undergraduate courses leading to a standard college degree which are measured on a quarter- or semester-hour basis and technical courses which are measured on a clock-hour basis, any such courses as determined by the educational institution shall be measured on a semester-hour basis for the purpose of computing the educational assistance allowance payable under this chapter.',

Sec. 315. Subchapter IV of chapter 35 of title 38, United States Code, is amended by inserting immediately after section 1737 the following new section:

"§ 1738. Apprenticeship or other on-job training

"(a) An eligible person (as defined in section 1701(a) of this chapter) may receive the benefits of this chapter while pursuing, in a State, a full-time—

"(1) program of apprenticeship approved by a State approving agency as meeting the standards of apprenticeship published by the Secretary of Labor pursuant to section 50a of title 29, or

"(2) program of other training on the job approved under the provisions of section 1777 of this title,

subject to the conditions and limitations of this chapter with respect to educational assistance.

"(b)(1) The monthly training assistance allowance of such eligible person pursuing a program described under subsection (a) shall be (A) $160 during the first six-month period, (B) $120 during the second six-month period, (C) $80 during the third six-month period, and (D) $40 during the fourth and any succeeding six-month period.

"(2) In any month in which an eligible person pursuing a program of apprenticeship or a program of other on-job training fails to complete one hundred and twenty hours of training in such month, the monthly training assistance allowance set forth in subsection (b)(1) of this section shall be reduced proportionately in the proportion that the number of hours worked bears to one hundred and twenty hours rounded off to the nearest eight hours.

"(c) For purposes of this chapter and chapter 36 of this title, the terms 'program of apprenticeship' and 'program of other on-job training' shall have the same meaning as 'program of education'; and the term 'training assistance allowance' shall have the same meaning as 'educational assistance allowance'."

Sec. 316. Section 1777 of title 38, United States Code, is amended—

(a) by amending clauses (1) and (2) of subsection (b) to read as follows:

"(1) the wages to be paid the eligible veteran or eligible person (A) upon entrance into training, are not less than the wages paid other nonveterans in the same training position and are at least 50 percentum of the wages paid for the job for which he is to be trained, and (B) such wages will be increased in regular periodic increments until, not later than the last full month of the training period, they will be at least 85 percentum of the wages paid for the job for which such eligible veteran or eligible person is being trained; and

"(2) there is reasonable certainty that the job for which the eligible veteran or eligible person is to be trained will be available to him at the end of the training period."; and

(b) by inserting "or eligible person" immediately after "eligible veteran" each place it appears in subsection (c).

Sec. 317. The table of sections at the beginning of chapter 34 of title 38, United States Code, is amended by:

(a) inserting immediately after

"1677. Flight training."

the following:

"1678. Correspondence courses.";

(b) inserting immediately after

"1687. Discontinuance of allowances."

the following:

"1688. Veteran-student employment."; and

(c) striking out

"Subchapter VI—Predischarge Education Program" and inserting in lieu thereof:

"Subchapter VI—Preparatory Education Program".

SEC. 318. The table of sections at the beginning of chapter 35 of title 38, United States Code, is amended by:

(a) inserting immediately after

"1725. Period of operation for approval."

the following:

"1726. Special training for the educationally disadvantaged.
"1727. Correspondence courses.", and

(b) inserting immediately after

"1737. Specialized vocational training courses."

the following:

"1738. Apprenticeship or other on-job training.".

TITLE IV—EFFECTIVE DATES

SEC. 401. Titles I and II of this Act shall become effective on the first day of the second calendar month following the month in which enacted.

SEC. 402. Section 303 of this Act shall become effective upon the first enrollment of an eligible veteran which occurs on or after the first day of the second calendar month following the month in which enacted.

SEC. 403. Section 305 and the last sentence of section 314 of this Act shall become effective upon the first enrollment or subsequent re-enrollment of an eligible veteran or person which occurs after the effective date of the enactment of this Act.

SECTION-BY-SECTION ANALYSIS AND COST ESTIMATE OF DRAFT BILL

TITLE I—VOCATIONAL REHABILITATION-EDUCATIONAL ASSISTANCE RATE ADJUSTMENTS

This title provides rate increases in all areas of educational benefits under chapters 31, 34 and 35 of title 38. With the exception of on-job and apprentice benefits, the rate changes, for the most part, approximate 8.6 percent. This percentage represents the increase in the cost of living which has occurred since the last general rate increase became effective on February 1, 1970. The rate increases provided for on-job and apprentice trainees approximate 48 percent. Experience has shown that these are the areas where the greatest need occurs and the larger increases will provide incentives to stimulate job opportunities for veterans.

Section 101

Subsection (a) of this section amends section 1504(b) to provide increases in the monthly subsistence allowance rates for veteran-trainees who are pursuing vocational rehabilitation training courses. The rate for a single veteran without dependents who is pursuing full-time institutional training would be increased from $135 per month to $146 per month. Comparable increases are provided for those trainees pursuing part-time training and for those pursuing institutional on-farm, apprentice, or other on-job training full time.

Subsection (b) amends section 1507 to increase the amount of the loan which may be made to trainees from $100 to $200.

Section 102

Subsection (a) of this section amends section 1677(b) to increase the monthly entitlement charge for flight training courses from $175 to $190 per month.

Subsection (b) amends the table contained in paragraph (1) of section 1682(a) to increase the monthly educational assistance rates for veterans pursuing full-time, three-quarter-time and half-time institutional educational courses. The rates for cooperative training would also be increased. The single veteran without dependents who is pursuing a full-time institutional course would, for example, be increased from the current $175 monthly rate to $190 per month.

Subsection (c) amends section 1682(b) to increase the rates for educational pursuits by servicemen on active duty and for those pursuing less than half-time courses to $190 per month.

Subsection (d) amends section 1682(d)(2) to increase the rates for pursuit of agricultural cooperative programs. The single veteran without dependents pursuing a full-time course would, for example, be increased from $141 per month to $153 per month.

Subsection (e) amends section 1683(b) to increase the monthly training assistance rates for veterans pursuing apprentice and on-job training programs.

Subsection (f) amends section 1696(b) to increase the educational assistance allowance maximum for persons pursuing PREP courses from $175 to $190 per month.

Section 103

Subsection (a) of this section amends section 1732(a)(1) to increase the rate of educational assistance allowance payable to children, widows and wives pursuing educational programs under chapter 35. The rate increases apply to full-time, three-quarter-time and half-time training. The full-time rate, for example, would be increased from $175 to $190 per month.

Subsection (b) amends section 1732(a)(2) to increase the monthly educational assistance rate payable in the case of eligible persons pursuing programs of education on a less than half-time basis.

Subsection (c) amends section 1732(b) to increase the monthly educational assistance rate payable in the case of eligible persons pursuing cooperative education courses which consist of institutional courses and alternate phases of training in a business or industrial establishment.

Subsection (d) amends section 1742(a) to increase the special restorative training assistance allowance to those children who are in need of special restorative training.

It is estimted that cost of title I of the proposal would approximate $175 million for the first full year.

No change is made in title I of the bill to increase the benefit rate for correspondence course training. Section 303 of title III of the draft bill adds a new section 1678 to replace section 1682(c) of title 38 which currently authorizes such training. The current provisions are repealed by section 304. In enacting the new section, the benefit rate for such training is raised from $175 to $190 per month, a figure which is identical with the higher rate provided for flight training.

TITLE II—ADVANCE VOCATIONAL REHABILITATION SUBSISTENCE AND EDUCATIONAL ASSISTANCE ALLOWANCE PAYMENT

Section 201

This section would amend section 1504(a) to authorize the Administrator to make an initial advance payment of the subsistence allowance granted under chapter 31 to veterans enrolled in a vocational rehabilitation training program on a half-time or more basis, plus the allowance for one full month, upon receipt of proof that the eligible veteran has been enrolled in an approved educational institution. Such payment would be made not earlier than the first of the month in which pursuit of the program is to commence. Thereafter, payments would continue to be made in advance at the beginning of each month in which the veteran pursues his program of training. Administrative control over the propriety of such payment is provided for by authorizing the Administrator to withhold final payment to such veteran until proof of satisfactory pursuit of the program is furnished.

Section 202

This section would amend subsections (d) and (e) of section 1681 to authorize the Administrator to make an initial advance payment of the educational assistance allowance granted under chapter 34 to veterans enrolled in an educational institution on a half-time or more basis on the same premise as provided under section 201 of this title for vocational rehabilitation trainees. Certification requirements for the pursuit of flight training and correspondence courses pursued under chapter 34 would be retained.

Section 203

This section would amend subsection (d) of section 1731 to extend the advance pay principle to eligible wives, widows, and children who are pursuing educational programs on a half-time or more basis under chapter 35.

Section 204

This section would add a new section 1688 to chapter 34 setting forth new language which would give the Administrator authority to employ, as intermittent employees, veteran-students enrolled in full-time programs of education or training under chapters 31 and 34. This would diversify current Veterans Administration's authority to hire these veteran-students and utilize their services at such times and places as the Administrator deems advisable. This new section would also authorize the Administrator to pay the going rate for the job classification for the work which would be performed.

No cost would be incurred if title II were to be enacted, but additional outlays would be required in the first fiscal year of approximately $89 million because of advances made in that year which would normally not be paid until the following fiscal year. This amount would, however, be recouped from subsequent payments made to these veterans or eligible persons.

The proposal incorporated in section 202 of this title is virtually identical with a proposal transmitted to the Congress on January 26, 1971. This advance pay principle has been expanded to include veterans training under chapter 31 and wives, widows and children training under chapter 35.

TITLE III—EDUCATIONAL ASSISTANCE PROGRAM ADJUSTMENTS

Section 301

This section amends section 1671 of title 38, United States Code, to require a serviceman's application for GI Bill education benefits be approved by a service education officer before it may be considered by the Administrator.

By requiring such approval, an opportunity would be available to discuss with the serviceman the various courses of training which he might pursue. This would acquaint him with the educational opportunities not only from commercial correspondence programs but from all sources. The service education officer could determine whether the program of education selected by the serviceman is suitable for his aptitudes and could be satisfactorily completed within the limits of his present environment.

It is estimated that this section would not result in any additional cost.

Section 302

This section would amend clause (3) of subsection (b) of section of section 1675 to add new language to the so-called two-year rule authorizing enrollment of veterans in courses where the school has made a complete move to a new location outside the general locality of its former site, where it is determined that the school has substantially retained the same faculty, curricula and students, without a change in ownership.

Under current law the Administrator may not approve the enrollment of veterans in any course offered by an educational institution where such course has been in operation for less than two years. Clause (3) of subsection (b) of section 1675 presently states that where a course has been offered for more than two years, veterans may be enrolled in such a course even though the school has moved to another location within the same general locality. By regulation (VAR 14251 (D)), the term "same general locality" has been defined to mean a move to a new location within normal commuting distance of the original location. This regulation also states that in such a case the faculty, student body and curricula must remain essentially the same.

Established schools may find it necessary to relocate as additional facilities are required to meet demands caused by increases in the number of students such as the need for library space and the need for additional classrooms. The application of VAR 14251(D) with reference to a move within the "same general locality" may have different application where the school is in a city rather than a rural area.

Under the proposed change, the determination would be made based upon the individual facts as found in each case. Primary importance would be placed on such factors as (1) retention of faculty, (2) no change in ownership, (3) substantially the same student body, and (4) the same curriculum.

It is estimated that enactment of this section would not result in any additional cost.

Section 303

This section would add a new section 1678 to chapter 34 of title 38, United States Code, to bring into one section the applicable law pertaining to correspondence courses.

Subsection (a)(1) of the new section provides for computation of the educational assistance allowance based upon 90 percent of the established charge which the institution requires nonveterans to pay for pursuit of the same course or courses.

Current law (section 1682(c)(1)) provides for computation based on the full cost of the program. This is the only program which will return to the veteran the full cost of his tuition. It also is training which permits the trainee to train at any pace he chooses, thereby allowing him to pursue vocation or avocation as he wills. In all other training programs authorized under chapter 34, the veteran has a stake in his own training by meeting himself a part of the cost of his own education. By requiring the eligible veteran to pay a minimal 10 percent of the cost of the course, he will have such a stake and will give greater thought to his choice of a training objective and the means of achieving his goal.

This change would have the effect of placing the correspondence training program on a par with flight training in that the veteran, under both programs, would be required to pay a minimal amount towards his own education. This subsection also increases the benefit payable under the correspondence training program by providing that a veteran's entitlement would be charged with one month for each $190 paid to him as an educational assistance allowance instead of the current $175 figure. This is the same benefit which is provided a veteran under title I of the bill who is pursuing a flight training program.

The remainder of this new subsection merely represents a duplication of language which is contained in current law.

Subsection (b) of the new section would require institutions offering correspondence courses to have a pro-rata refund policy premised upon the number of lessons serviced and would allow a maximum registration or similar fee of $50.

Courses offered by educational institutions are approved for the training of veterans who will receive educational assistance under two standards. Those courses which have been accredited require less supervision and control by state authorities than those which are nonaccredited. This proposal would make one uniform standard for all correspondence schools, a change we believe will be equitable and will provide protection for veterans in those areas where it has been alleged that abuses have occurred.

It is estimated that enactment of this provision would result in direct benefit savings as follows:

Direct benefit savings

Year:	*Millions*
1st	$7
2nd	8
3rd	8
4th	6
5th	6
Total 5-year savings	35

Section 304

This section is technical in nature and merely reflects the shift of certain provisions concerning correspondence courses currently contained in section 1682 of title 38 to the new section 1678 proposed to be set up by section 303.

Section 305

This section would amend section 1684 of title 38 to provide for the measurement of trade or technical courses, given at an institution offering courses leading to a standard college degree, on a semester hour basis for the purpose of payment of the educational assistance allowance.

Current law (section 1684(a)(2)) provides for the measurement of the trade or technical courses on a clock-hour basis with a minimum of 25 hours weekly to qualify for full-time attendance.

Junior colleges and community colleges are offering both professional courses as part of a degree program and technical courses which generally may lead to certification for a trade or a technical license. The college courses are measured on a credit hour or semester hour basis. (Under a conversion formula equivalent semester hours are determined where a course is offered on a quarterly, trimester, or other time basis.) The technical courses are measured on a clock hour basis. They are both given in the same school, and meet the same high educational standards established by the accrediting association for the area. There has been vocal dissatisfaction raised in these schools by veterans where they attend courses at the same school but are paid under different criteria. The standards established for these courses at these college-level institutions generally insures quality training is being offered equivalent to the college level courses which are measured on a credit-hour basis. The change in language recommended would permit the school to have the technical courses which meet their high standards for college-level work measured on a semester-hour basis.

It is estimated that there would be no significant additional cost should this section be enacted.

Section 306

This section would amend the PREP program authorized by subchapter VI of chapter 34 of title 38.

Subsection (a) of this section amends the subchapter heading to change the name of the program from Predischarge Education Program to Preparatory Education Program.

Although eligibility for PREP assistance begins early in military service (after compleiion of 181 days of active service), many servicemen consider the program to be one designed for an individual who is about to leave military service. The present name of the program—Predischarge Education Program—accounts for a good deal of this confusion. Therefore, to help alleviate this misunderstanding the name would be changed to Preparatory Education Program.

Subsection (b) changes the purpose section (section 1695(a)) of the program to incorporate the change in the name of the program from Predischarge to Preparatory Education Program.

Section 307

This section amends subsection (a) of section 1701 of title 38 to make two changes. The first revision amends paragraph (6) to include correspondence schools within the definition of "educational institution." This change is made necessary by the addition, in section 311 of the draft proposal, of a new section 1727 to chapter 35 permitting wives and widows to pursue correspondence courses. The rationale and cost estimate for this new section are set forth in the discussion of section 311 of this analysis.

The second change adds a new paragraph (9) adding the term "training establishment" to the definitions currently applicable to chapter 35.

Under current law, wives, widows and children are entitled to other educational benefits, but they are not eligible to pursue apprentice or other on-job training programs. The change made in this section (as well as those changes made in chapter 35 by sections 309, 312(a), 314, 315, and 316 of this bill) extend such training opportunities to them.

A college education may not be suitable for everyone. Offering these individuals the opportunity to pursue on-job and apprenticeship training programs would afford those desiring post high school training another way of entering an occupation. Such programs would also offer forms of training in which these individuals would be able to receive high financial reward upon completion.

It is estimated that enactment of this program, which is limited by the proposed new section 1738(a) to pursuit of training in a State, would result in the following costs:

	Number of individuals	Direct benefits cost (in millions)
Fiscal year:		
1st[1]	2,500	$1.4
2d	4,500	4.8
3d	6,000	5.4
4th	6,100	5.0
5th	6,100	4.7
5 year total		21.3

[1] In making this estimate, we have assumed an effective date of the 3d quarter of fiscal year 1972.

Section 308

This section would amend section 1720 of title 38 to eliminate mandatory counseling for certain children training under the provisions of chapter 35.

Current law (section 1720) provides that the Administrator shall arrange for counseling for all children entering training under chapter 35 to assist the parent or guardian and the child in selecting an educational or vocational objective.

Under the chapter 35 program, the Government acts as a substitute parent standing in the place of the deceased or disabled parent in providing financial assistance to enable the child to pursue his education. The responsibility imposed by law calls for the furnishing of this counseling assistance in helping the child in making a reasonable choice of an objective.

There are, however, many cases where a child is already enrolled at or is attending a college and it can be assumed that in those cases a reasonable choice has been made and a suitable objective chosen. Mandatory counseling is an obvious duplication in such cases. While the mandatory requirement would be removed, any further counseling or guidance the child might need would still be available through the school or the Veterans Administration, if requested.

It is estimated that enactment of this section would result in savings in the program of approximately $1 million per year over the next five years.

Section 309

This section amends section 1723 of title 38 to eliminate the bar on pursuit of apprentice and other on-job training programs by chapter 35 beneficiaries. The rationale for this change is elaborated on in the analysis of section 307. This section also exempts widows and wives from the bar on pursuit of correspondence course training. The rationale for this change is elaborated on in the analysis of section 311.

Section 310

This section would amend clause (3) of subsection (b) of section 1725 of title 38 to add new language to the so-called two-year rule authorizing enrollment of chapter 35 individuals in courses where a school has made a complete move to a new location outside the general locality of its former site.

This provision is identical with the one contained in section 302 of the proposal and the discussion and rationale set forth in the discussion of that section apply equally to this section.

It is estimated that enactment of this section would not result in any additional cost.

Section 311

This section would add a new section 1726 to subchapter III of chapter 35 to provide authority for eligible wives and widows to pursue secondary level training without charge to their basic entitlement. Similar authority has already been given educationally disadvantaged veterans by section 1691 of chapter 34. The authority granted here would be a logical extension of similar benefits to educationally disadvantaged wives and widows. These individuals, due to the death or disability of their veteran-husbands, are required to assume the responsibility for support of themselves and their families. By permitting them to pursue secondary level training they would be given an opportunity to obtain the necessary training required for entrance into higher education without losing their follow-on eligibility for college training.

In extending this authority, pursuit would be limited to training within a State. This has the effect of eliminating secondary training for Philippine wives and widows. It should be pointed out that the majority of those individuals who would be made eligible are already over the age of 50 and the purpose of the program would be of little benefit to them. Further, most of them have already taken advantage of the vocational training benefits previously provided to them under chapter 35 and thus they have been trained for a vocation designed to help them support themselves and their families.

It is estimated that enactment of this proposal would result in the following costs:

	Number of individuals	Direct benefits cost
Fiscal year:		
1st	700	$784,000
2d	2,000	2,240,000
3d	2,300	2,576,000
4th	2,200	2,464,000
5th	1,700	1,904,000
Total 5 year cost		9,968,000

This section would also add a new section 1727 to subchapter III of chapter 35 to provide authority for eligible wives and widows to pursue correspondence courses. This would provide these wives and widows with still another means of obtaining an education which would aid them in helping to support themselves and their families in the manner in which the veteran, but for his death or disability, would have provided for them. The extension of correspondence school training to wives and widows would be subject to these same safeguards proposed for veterans under section 303 of the draft bill. In essence, this means that the entitlement of a widow or wife would be charged one month for each $190 paid to her in the form of an educational assistance allowance; the educational assistance allowance would be computed based upon 90 percent of the established charge which the institution requires other individuals pursuing the same program to pay; and would require institutions offering correspondence courses to have a pro rata refund policy premised upon the number of lessons serviced and would allow a maximum registration or similar fee of $50.

It is estimated that enactment of this new authority would result in costs ranging from under $500,000 in the first year to approximately $1 million in the fifth year. There is no experience in the chapter 35 program to use as an indicator of any precise figures.

Section 312

Subsection (a) of this section amends clause (2) of subsection (b) of section 1731 of title 38 to exempt programs of apprentice or other on-job training pursued by wives, widows and children under the authority of the new section 1738 added to chapter 35 by section 315 of this bill from the absence counting provisions for courses not leading to college degrees. This would equate such measurement with that presently applicable to apprentice and on-job training programs pursued by veterans under chapter 34. (The estimated cost of the apprentice, on-job programs is set forth in section 307 of the analysis.)

Subsection (b) has two purposes. First, it repeals the present language of subsection (e) of section 1731 which is no longer applicable in view of the advance payment proposal set forth in section 203 of this draft bill. Second, it would establish a requirement, comparable to that now applicable to correspondence courses pursued by veterans under chapter 34, that correspondence course benefits may not be paid to those wives and widows made eligible to pursue such training by the new section 1727 added by section 311 of the draft bill until the Administrator has received a certification from the eligible person and the institution as to the number of lessons completed by the eligible person and serviced by the institution. The same requirement is imposed in conjunction with the correspondence program pursued by veterans under chapter 34.

Section 313

This section amends clause (2) of subsection (a) of section 1732 to permit lump sum educational assistance allowance payments to be made to eligible widows, wives and children who are pursuing educational programs on less than a half-time basis. Payment would be made for an entire term, semester or quarter in the month following the month in which certification is received from the educational institution that the person is enrolled in and is pursuing his program of education. This would equate the less than half-time payment system for chapter 35 with that already established for chapter 34. This would improve the administrative procedures for handling these payments.

It is estimated that enactment of this section would not result in any additional costs.

Section 314

This section amends subsection (a) of section 1733 to incorporate three revisions. The first inserts a new clause (3) which provides for the measurement of high school courses under chapter 35 so as to accommodate the authority granted by section 311 permitting eligible wives and widows to pursue secondary training. The second inserts a new clause (5) providing for the measurement of certain on-job and apprenticeship training programs which would be permitted under the authority of the new section 1738 added to chapter 35 by section 315 of this proposal. The third change is identical with the one contained in section 305 of the proposal and relates to measurement of technical courses pursued at schools offering degree programs.

Section 315

This section would amend subchapter IV of chapter 35 to insert a new section 1738 which contains the basic authority for the payment of a subsistence allowance to those wives, widows and children who would become eligible to pursue apprentice and other on-job training programs. The rationale for this program is set forth in the analysis of section 307.

Section 316

This section would amend section 1777 of chapter 36 of title 38 to incorporate references to wives, widows and children who would be permitted to pursue programs of apprentice and other on-job training. The rationale for this program is set forth in the analysis of section 307.

Section 317

This section is technical in nature and merely reflects in the table of sections at the beginning of chapter 34 of title 38 the necessary heading changes required to be made because of the proposals made in sections 204, 303, and 306.

Section 318

This section is technical in nature and merely reflects in the table of sections at the beginning of chapter 35 of title 38 of the new sections added to such chapter by sections 311 and 315 of this proposal.

TITLE IV—EFFECTIVE DATES

Section 401

This section provides that the rate adjustments and advance pay provisions contained in titles I and II shall become effective on the first day of the second calendar month following the month in which enacted.

Section 402

This section provides that the provisions of section 303 relating to correspondence course training shall become effective upon the first enrollment of an eligible veteran which occurs on or after the first day of the second calendar month following the month in which enacted.

Section 403

This section provides that the revisions in the law concerning the counting of vocational training in certain institutions (sections 305 and 314) on a semester-hour basis shall become effective when a person affected by such a change either first enrolls or at the time of his subsequent re-enrollment occurring after the effective date of the enactment of this Act.

Veterans' Administration report on H.R. 5188

VETERANS' ADMINISTRATION,
OFFICE OF THE ADMINISTRATOR OF VETERANS' AFFAIRS,
Washington, D.C., November 29, 1971.

Hon. OLIN E. TEAGUE,
Chairman, Committee on Veterans' Affairs, House of Representatives, Washington, D.C.

DEAR MR. CHAIRMAN: This will respond to your request for a report by the Veterans' Administration on H.R. 5188, 92d Congress, a bill to amend the war orphans' and widows' educational assistance provisions of title 38 of the United States Code in order to provide monthly training assistance allowances thereunder for eligible persons for apprenticeship and other on-job training.

The purpose of the bill is to amend chapter 35 of title 38, United States Code, to provide monthly training assistance allowances for eligible persons for apprenticeship and other on-job training.

The original purpose of the War Orphans' Educational Assistance Act of 1956 (Public Law 634, 84th Congress) was to provide educational opportunities for children whose education would otherwise be impeded or interrupted by reason of the death of a parent from a disease or injury incurred or aggravated in the Armed Forces during World War I, World War II, or the Korean conflict, and thereby aid such children in attaining the educational status which they might normally have aspired to and obtained but for the death of such parent.

Under the provisions of the original law, the Administrator of Veterans' Affairs could not approve the enrollment of an eligible person in any course which was a vocational or recreational, apprenticeship, other training on-the-job, institutional on-farm training, flight training other than that given at an institution of higher learning for which credit is granted, courses to be pursued by correspondence, television, or radio, or any course to be pursued at an educational institution not located in a State.

Since the original enactment of the law, amendatory legislation has enlarged the purpose of the benefit and modified some of the prohibitions to the types of training allowed under that program. Chapter 35 now provides educational assistance and special restorative training allowance for the sons and daughters of veterans who died or were permanently and totally disabled as the result of a service-connected disability incurred in line of duty after the beginning of the Spanish-American War. Benefits under this law have also been extended to certain wives and widows of such veterans, as well as the wives and children of servicemen who are prisoners of war, missing in action, or interned by a foreign power.

A college education may not be suitable for everyone. We believe that offering such eligible children, wives, and widows the opportunity of pursuing programs of apprenticeship and on-job training would permit them to pursue types of training in which they would be able to receive high financial reward upon completion. Such training would offer those individuals who desire post high school training another way of entering an occupation. The opportunity of pursuing this type of training would be a way of taking advantage of job opportunities which might not otherwise be available to them.

We would recommend, however, that it be limited to training within a State. This would have the effect of eliminating pursuit of such programs in the Philippines. We would like to point out that most of those individuals who would be made eligible by this proposal are now over age 50 and the purpose of the program would be of little benefit to them. In addition, many of them have already taken advantage of the vocational training benefits provided under chapter 35 and thus have been trained for a vocation.

It is estimated that enactment of this proposal would result in additional direct benefits cost the first fiscal year of $1.4 million and $21.3 million over the first 5 years. A table detailing the number of individuals affected and the added cost by years is as follows:

	Number of individuals	Direct benefits cost (millions)
Fiscal year:		
1972 (½)	2,500	$1.4
1973	4,500	4.8
1974	6,000	5.4
1975	6,100	5.0
1976	6,100	4.7
Total, 5-years		21.3

In making these estimates, we have not included any administrative cost; we have assumed enactment effective the third quarter of fiscal 1972, and we are of the view, that there would be no significant cost changes if the Philippines beneficiaries were to be eliminated as suggested.

The provisions of H.R. 5188, with the amendments suggested above, have been included in the administration's omnibus education bill submitted to your committee. We, therefore, recommend enactment of the administration's provisions in lieu of H.R. 5188.

We are advised by the Office of Management and Budget that there is no objection to the presentation of this report from the standpoint of the administration's program.

Sincerely,

Donald E. Johnson, *Administrator*.

Veterans' Administration report on H.R. 8266

VETERANS' ADMINISTRATION,
OFFICE OF THE ADMINISTRATOR OF VETERANS' AFFAIRS,
Washington, D.C., November 29, 1971.

HON. OLIN E. TEAGUE,
Chairman, Committee on Veterans' Affairs, House of Representatives, Washington, D.C.

DEAR MR. CHAIRMAN: This is in reply to your request for a report by the Veterans' Administration on H.R. 8266, 92d Congress, a bill amending section 1677, of title 38 United States Code to provide, in certain cases, for the reimbursement of veterans for costs incurred by them for flight school course work for private pilot licenses.

This proposal, if enacted, would authorize reimbursement for the cost of flight school courses taken to qualify for a private pilot's license, to any eligible veteran who has (a) completed a flight training program approved under section 1677; (b) obtained a commercial pilot's license; and (c) not exhausted his entitlement to educational assistance. Reimbursement would be made to the extent of any unused educational assistance entitlement under chapter 34.

The prerequisites under the current law for educational assistance benefits for the pursuit of flight training (section 1677) resulted from considerable adverse experience with the program in the early phases of the World War II GI bill. Many veterans during that period pursued and completed only enough training to obtain a private pilot's license. Since such a license did not qualify for employment in the industry, the training could only be considered avocational or recreational in nature, and did not meet the legislative intent to provide educational assistance in attaining a vocational objective.

This was recognized and corrected by the Congress when it reestablished flight training as an acceptable educational program under Public Law 90-77. That enactment provided, in addition to certain other prerequisites, that a veteran must possess a private pilot's license and that pursuit of the course of flight instruction be "necessary for the attainment of a recognized vocational objective in the field of aviation" or that such training be "generally recognized as ancillary to the pursuit of a vocational endeavor other than aviation." Assurance was thus written into the law that the veteran's objective extended beyond the acquisition of a private pilot's license for purely recreational purposes.

Moreover, to further assure the participation of only those veterans of a serious purpose, Congress limited the payment of educational assistance to 90 percent of the established charges of tuition. Thus, the veteran must pay the costs of obtaining a private pilot's license plus 10 percent of the costs of the advanced training to receive assistance under section 1677.

The wisdom of this approach has become apparent. As of June 1971 there were 32,673 veterans and 5,170 servicemen pursuing flight training under the current program. This would seem to indicate that veterans of serious purpose have the ability to secure a private pilot's license without much apparent financial problem.

The integrity of the flight training program and the limitation of its benefits to the serious minded would be undermined by enactment of H.R. 8266. Many courses leading to a commercial pilot's license are available at a cost of $1,500 to $2,000. Under the bill a veteran could acquire both a private and a commercial license at a cost of only $150 to $200 since the Veterans' Administration would reimburse the cost of the private license and pay 90 percent of the cost of obtaining the commercial license. This would have the effect of reducing the cost to the veteran of obtaining a commercial license below his present cost of acquiring only a private license. It would clearly encourage enrollment in flight training for recreational purposes—the very intention Congress sought to avoid.

It is estimated that the direct benefit cost for fiscal year 1972 would be $27.8 million. Following is a breakdown of the estimated cost for this and the ensuing 4 years.

	Number of eligible persons	Direct benefits (millions)
Fiscal year:		
1st	37,100	$27.8
2d	10,500	7.9
3d	9,800	7.4
4th	8,400	6.3
5th	7,700	5.8
Total, 5-years		55.2

In developing these estimates, information was obtained which indicates that most veterans who start a commercial pilot's course go on to completion. About nine in 10 of these take advance courses such as instrument rating, and multiengine courses. Based upon the cost of the courses most likely to be taken and value of full entitlement, it would appear that most of these veterans will have some entitlement remaining to apply against the cost of their private pilot's license. It is also assumed that cost in the first year will include payment to all veterans who had completed a commercial pilot course, retroactive to October 1967 when flight training was first authorized under current legislation.

For the foregoing reasons, the Veterans' Administration opposes enactment of H.R. 8266.

We are advised by the Office of Management and Budget that there is no objection to the presentation of this report from the standpoint of the Administration's program.

Sincerely,

DONALD E. JOHNSON, *Administrator*.

Veterans' Administration report on H.R. 9894

VETERANS' ADMINISTRATION,
OFFICE OF THE ADMINISTRATOR OF VETERANS' AFFAIRS,
Washington, D.C. November 29, 1971.

Hon. OLIN E. TEAGUE,
Chairman, Committee on Veterans' Affairs, House of Representatives, Washington, D.C.

DEAR MR. CHAIRMAN: This will respond to your request for a report on H.R. 9894, 92d Congress, a bill to amend title 38, United States Code, in order to designate certain adult evening high school courses as full-time courses for purposes of educational assistance allowance payments.

The bill proposes to amend section 1684(a)(3) of title 38, United States Code, to provide that an adult evening high school course consisting of two or more Carnegie units per semester shall be considered a full-time course. The language of the bill is susceptible of various technical constructions. The sponsor's statement at the time he introduced the bill, however, clearly shows that the purpose is to permit the payment of GI bill educational assistance allowance benefits for full-time adult evening secondary school attendance. Our comments are premised on this understanding.

At the time the Veterans' Readjustment Benefits Act of 1966 (Public Law 89–358) was enacted, authority was given the Administrator of Veterans' Affairs to establish certain standards for the measurement of high school programs. Pursuant to that authority, the Administrator promulgated regulations defining full-time high school training to consist of at least 25 clock hours of instruction per week. These regulations also provided that no enrollment in an adult evening secondary program would be approved in excess of half-time training. This limitation was subsequently enacted into law by Public Law 90–77 and is presently contained in section 1691(b) of title 38.

The limitation was premised on irregularities and abuses which occurred during the Korean conflict GI bill educational program. Many instances were found where veterans were unable to work full time during the daytime—to 4:30 or 5 o'clock—and reach school in time for the evening sessions. It was also found that in many instances, because of bus schedules or other reasons, many veterans left their classes before the end of the session.

In enacting Public Law 91–219, Congress provided (38 U.S.C. 1684(a)(3)) that an academic high school course requiring 16 units for a full course shall be considered a full-time course when a minimum of four units per year is required. A unit was defined by that law as being not less than 120 60-minute hours or their equivalent of study in any subject in 1 academic year.

In approving this language the Congress adopted, for GI bill purposes, the Carnegie unit for measurement of high school courses.

A Carnegie unit is a standard of measurement for describing the secondary school subject matter pattern that comprises the entrance requirements of a college and was defined originally by the Carnegie Foundation for Advancement of Teaching. This measurement assumes 16 units of work in a 4-year secondary school pattern. A single unit represents a year's study in any subject of not less than 120 60-minute hours or their equivalent.

The normal high school semester averages between 16 and 19 weeks in length. A veteran completing two Carnegie units in this period of time has to attend class for at least 240 hours during the semester or an average of from 12 to 16 hours per week. While this is somewhat less than the 25 clock hours per week previously required for full-time secondary school attendance, nevertheless, it is still a demanding schedule for a night student. This is especially true in the case of an adult who has probably been out of school for some period of time. Such a student would need to spend a great deal of time in out-of-class study.

It is emphasized that when the Congress amended the law in 1970 (Public Law 91-219) to measure high school courses by the unit, instead of the clock hour, it did not see fit to change the restriction on enrollment in evening high school courses. We believe that authorizing payment for full-time adult evening high school attendance would encourage many veterans to assume a very demanding course load which they could not satisfiactorily complete and still work full time. This could again lead to the repetition of the abuses which occurred during the Korean conflict GI bill program.

If the committee should give further consideration to this bill, we believe that safeguards should be added to protect against the prior abuses which occurred. In addition, the limitation which current exists in section 1691(b) of title 38.

It is estimated that the first-year cost of enactment of the proposal would be $4 million and the cost over the first 5 years would be $33 million. In making this estimate, we have assumed that the measure would not become effective until the middle of the current fiscal year. A breakdown of the estimated cost by years and by number of individuals follows:

	Number of individuals	Estimate of direct benefits cost (millions)
Fiscal year:		
1st	13,300	$4.0
2d	13,800	8.3
3d	13,200	7.9
4th	10,900	6.5
5th	10,500	6.3
Total, 5 fiscal years		33.0

For the foregoing reasons, we recommend against favorable consideration by your committee on H.R. 9894.

We are advised by the Office of Management and Budget that there is no objection to the presentation of this report from the standpoint of the administration's program.

Sincerely,

DONALD E. JOHNSON, *Administrator.*

Veterans' Administration report on H.R. 10169

VETERANS' ADMINISTRATION,
OFFICE OF THE ADMINISTRATOR OF VETERANS' AFFAIRS,
Washington, D.C., November 29, 1971.

Hon. OLIN E. TEAGUE,
Chairman, Committee on Veterans' Affairs, House of Representatives, Washington, D.C.

DEAR MR. CHAIRMAN: This will respond to your request for a report by the Veterans' Administration on H.R. 10169, 92d Congress, a bill to amend chapter 31, United States Code, so as to increase the monthly subsistence allowance, and for other purposes.

Section 1 of the bill would amend section 1504(b) of title 38, United States Code, to increase the rate of monthly subsistence allowance payable to veterans pursuing vocational rehabilitation training under chapter 31. The rate for a single veteran without dependents, who is pursuing a full-time institutional program, would be increased from the present rate of $135 per month to $162. Similar increases would be granted to veterans with dependents and those who are pursuing training on less than a full-time basis or on a different training basis. The increases provided under the bill would, in general, range from 12.8 percent to 20.8 percent, with a greater increase provided for dependents in excess of two where the veteran is not entitled to increased compensation under sections 315 or 335 of title 38 premised upon dependency.

The Cost of Living Council has exempted income maintenance programs, such as vocational rehabilitation training, from coverage during the current freeze. Based on this ruling, and recognizing our obligation to both the Nation's economic goals and to the veteran and his family in this critical time, the Veterans' Administration feels justified in supporting an adjustment in these benefit payments to compensate for price increases since the date benefits were last increased (February 1, 1970). Since the rate increases proposed in H.R. 10169 far exceed the rise in the cost of living which has occurred since the last rate change, we would recommend a lesser adjustment increase in benefits, more commensurate with the rise in the cost of living, rather than the increases proposed in H.R. 10169.

Section 2 of the bill would add a new subsection (c) to provide for annual adjustments in subsistence benefits premised upon the average percentage change in the cost of living for the preceding calendar year.

This proposal would associate benefit rates with the average percentage change in the cost of living. We are urging enactment of an increase in the educational benefits based upon the current increase in the cost of living and have forwarded a draft bill to the Speaker which has been referred to your committee. However, automatic adjustment in benefits is without precedent in veterans' benefit programs and should be considered more carefully before being embodied in legislation, as proposed in H.R. 10169.

It is estimated that enactment of H.R. 10169 would result in added direct benefits cost of $3.4 million the first fiscal year and a cost of $32.6 million over the first 5 fiscal years. A detailed breakdown showing number of individuals affected and direct benefits cost for each of the next 5 fiscal years is as follows:

	Individuals	Direct benefits cost (millions)
Fiscal year:		
1st	32,000	[1] $3.4
2d	33,000	7.0
3d	34,000	7.2
4th	35,000	7.4
5th	36,000	7.6
Total, 5 years		32.6

[1] For the 1st fiscal year the number of individuals applies to the entire year while the cost figure is only ⅙ as great as it would have been for the entire year.

It is emphasized that this cost estimate takes into account only the additional cost due to the initially proposed rate increase. It does not reflect subsequent increases due to a rise in the cost of living since we are not in any position to predict such increases. As a guideline, any increase in the cost of living of a magnitude of 3 percent occurring after the initial rate increase went into effect would cost approximately $500,000 per year for each 10,000 trainees. Subsequent cost-of-living rate increases would, of course, be compounded.

Our estimate of direct benefits cost is based upon the number of veterans already expected to be in training. If the higher benefits which would be made available by this proposal should induce veterans to enter training who otherwise would not have trained, the entire cost of training for such persons would be considered to be additional direct benefits cost attributable to this proposal. Such possible added cost is not susceptible of any meaningful estimate.

For the foregoing reasons, we recommend against enactment of H.R. 10169 by your committee.

We are advised by the Office of Management and Budget that there is no objection to the presentation of this report from the standpoint of the administration's program.

Sincerely,

DONALD E. JOHNSON, *Administrator*.

Veterans' Administration report on H.R. 10543

VETERANS' ADMINISTRATION,
OFFICE OF THE ADMINISTRATOR OF VETERANS' AFFAIRS,
Washington, D.C., November 29, 1971.

Hon. OLIN E. TEAGUE,
Chairman, Committee on Veterans' Affairs, House of Representatives, Washington, D.C.

DEAR MR. CHAIRMAN: This will respond to your request for a report by the Veterans' Administration on H.R. 10543, 92d Congress, a bill to amend chapters 31, 34, 35, and 36 of title 38, United States Code, in order to make improvements in the vocational rehabilitation and educational programs under such chapters; to authorize an advance initial payment and prepayment of the educational assistance allowance to eligible veterans and persons pursuing a program of education under chapters 34 and 35 of such title; to establish a work-study program and work-study additional educational assistance allowance for certain eligible veterans; and for other purposes.

This measure would amend chapters 31, 34, and 35 of title 38, United States Code, in four primary respects, namely, to authorize an advance educational allowance payment to veterans; to create a new work-study program whereby veterans could perform services for the Veterans' Administration and have their advance partially or wholly canceled; to provide for cancellation of Federal educational loans through utilization of educational entitlement earned under the GI bill; and to make various changes in present law to combine certain administrative provisions applicable to both chapters 34 and 35 into chapter 36.

More specifically, section 101 of the bill would permit veterans receiving vocational rehabilitation training under chapter 31 to participate in the work-study program provided by this bill. Section 102 would increase from $100 to $200 the amount of a loan which could be made to a disabled veteran who is commencing a program of vocational rehabilitation training. We favor the enactment of the latter provision.

Section 201 would add a new section 1780 to chapter 36 of title 38. Subsection (a) of the new section would combine into the new section certain administrative provisions presently contained in sections 1681 and 1731 which provide the basic enrollment period for which educational assistance allowances may be paid for all programs other than correspondence, flight, apprenticeship, and other on-job training.

Subsections (b), (c), and (d) of the new section 1780 would authorize an advance payment program under which an eligible veteran or person who is pursuing a program of education on a half-time or more basis may apply for and be granted an advance payment of his educational assistance allowance. They would allow prepayment of subsequent educational benefits and provide for recovery of payments where the veteran or person fails to enroll after receiving an advance.

The advance payment would be made within 15 days after receipt of an application except in unusual or extraordinary cases, but not earlier than 30 days prior to the date the eligible veteran's or person's program of education is to commence. Payment would be in an amount equivalent to that payable for the month or fraction thereof in which the program is to commence plus the amount payable for the succeeding month. Subsequent payments would be prepaid each month with the final payment subject to proof of enrollment and satisfactory pursuit of the program of education.

In order to qualify for the advance, the applicant would be required to submit evidence showing himself to be an eligible veteran or person; certify that he is enrolled in, has applied for, been accepted by, and intends to enroll in a specified institution; certify that he is pursuing or plans to pursue, a specified approved course of education during such school year at such educational institution; state the expected enrollment date and the number of semester or clock hours he is pursuing or intends to pursue and, in the case of a veteran, indicate the number of dependents he claims. If the veteran or eligible person fails to qualify for such an allowance, the advance would constitute a liability and the Administrator would be permitted to recover the amount of the payment from any other Veterans' Administration benefits due the veteran or in the same manner as any other debt due the United States.

Under present law (38 U.S.C. 1681), the educational assistance allowance of an eligible veteran pursuing a program of education on a half-time or more basis is paid in arrears as soon as practicable after the Administrator is assured of the veteran's enrollment in and pursuit of the program of education for the period for which such allowance is to be paid. These payments do not begin, however, until after the veteran has enrolled and completed each month of training.

The President's Committee on the Vietnam Veteran, in its study, recognized that this delay in the initial payment of the educational allowance could have the effect of discouraging program participation by a veteran who cannot afford the initial outlay required by most schools and the necessary money for subsistence for himself and his family until the first payment is received. The Committee, in its report to the President dated March 26, 1970, made the following recommendation No. A-1:

> Encourage veterans to enter and follow through with a training program by providing an advance education assistance payment to help the veteran meet the initial costs of entering training.

A draft measure to carry out this recommendation was sent to the Congress last year, but was not enacted into law. The President, in his message to the Congress dated January 26, 1971, urged the Congress to consider advance payment legislation. A new draft bill was submitted to the Speaker of the House by letter of the same date, urging its enactment (copy enclosed). This resulted in the introduction of H.R. 3349 which is presently pending before your committee. H.R. 3349 would authorize the Administrator to make an initial advance payment of the educational assistance allowance granted under chapter 34 of title 38, to veterans enrolled in an educational institution half-time or more, plus the allowance for 1 full month, upon receipt of proof that the eligible veteran has been accepted for enrollment in an approved educational institution. Such payment would be made not earlier than the first of the month in which pursuit of the program is to commence. Thereafter, payments would continue to be made in advance at the beginning of each month in which the veteran pursues his program of education.

Administrative control over the propriety of such payment is provided for by authorizing the Administrator to withhold final payment of an enrollment period until proof of satisfactory pursuit of the program is furnished. In addition, if the eligible veteran fails to enroll in the course after receiving the initial payment of the educational assistance allowance, the amount of such advance payment may be recovered from any benefit otherwise due the veteran under any other law administered by the Veterans' Administration or such overpayment shall constitute a liability of such eligible veteran and may be recovered in the same manner as any other debt due the United States. Advance payments would not be permitted to be made to veterans pursuing flight or correspondence training programs.

The recent amendment of the GI bill (Public Law 91-219) provides for a lump-sum payment of the educational assistance payable to veterans who are attending school on a less than half-time basis and to eligible servicemen for the entire quarter, semester, or term during the month immediately following the month in which the enrollment certification is received. The advance payment proposals in both H.R. 3349 and the draft proposal would, we believe, be a desirable extension of the present law in that veterans attending school on a half-time or more basis would be permitted to apply for an advance payment prior to their enrollment in school.

The advance pay provisions of H.R. 10543 contain certain procedural restrictions relative to the administration of this proposed program which we believe could best be left to administrative determination. We are particularly concerned with the time frame limitations on advance payment, that is, within 30 days prior to training and 15 days after receipt of application. For these and other reasons, we favor H.R. 3349 which does not contain such restrictions on the Administrator's flexibility in adjusting to changing circumstances.

Subsection (e) of the new section 1780 would incorporate into chapter 36 certain provisions presently set forth in section 1682(b)(2) concerning lump-sum payments to individuals pursuing programs of education while on active duty or on a less-than-half-time basis. The effect would be to extend this lump-sum payment system to individuals eligible under chapter 35 as well as to those individuals currently eligible under chapter 34. Subsection (f) merely incorporates present provisions of sections 1681(c) and 1731(c) into chapter 36.

Section 202 of the bill is an administrative change which revises section 1681 of chapter 34 of title 38 concerning payments to eligible veterans of educational assistance allowance and includes references to the new section 1780.

Section 203 of the bill would add two new sections (1687) and 1688) to chapter 34. The first new section proposes a work-study program while the second would establish a new plan under which veterans could utilize their GI bill educational entitlement to repay or cancel Federal educational loans.

The proposed new work-study program would apply to veterans pursuing, on a full-time basis, a course of vocational rehabilitation under chapter 31 or a program of education under chapter 34. The veteran would be paid an advance of $250 in return for his agreement to perform services which may be related to the processing of necessary papers at educational institutions or regional offices or facilities of the Veterans' Administration, service in conjunction with the outreach services program, services in the hospital, domiciliary care and medical treatment programs, or services related to any other activity of the Veterans' Administration as the Administrator shall deem appropriate. The $250 advance would be repaid by the performance of 100 hours of services. Advances of lesser amounts could be made on a repayment basis through the performance of a prorated number of hours of service. If the veteran failed to fulfill his work obligation, the amount due, based upon the pro rata portion of the work obligation not completed, would be considered an overpayment and treated like overpayments in other programs.

The proposal requires the Administrator, based upon a prescribed annual study, to allot work-study agreements through regional offices, with the regional offices to further allocate agreements to educational institutions within their areas. It also sets forth criteria for the selection of the students for the work-study program including needs of the student to augment his allowance, motivation of the veteran, disadvantages of minority groups, and availability to place where services are to be performed.

I strongly support the idea that needy veterans attending school under the GI bill should have an opportunity to augment their income through work-study arrangements. The administration is seriously concerned with the financial plight of all college students, including veterans, who struggle with the rising costs of higher education in their efforts to enter or finish school. For any student in this difficult situation, help is most effective if it takes into account his total financial situation.

Under the Higher Education Act of 1965, student assistance in the form of loan, grant, and work-study programs reach colleges throughout the country and already go far to meet the needs of students, including veterans. Accordingly, while I endorse the objective of the work-study provisions of this bill, I must oppose them as duplicative of the existing work-study program which is better designed to reach the neediest veteran students and provides them with higher benefits.

Moreover, amendments to the Higher Education Act proposed earlier this year by the administration and now under consideration by the Congress provide a comprehensive approach to students' financial problems through loans, grants, and work-study assistance which would be more effective, better targeted, and simpler to administer than the work-study provisions of H.R. 10543. The Office of Education estimates that 95 percent of all returning veterans would be found eligible to participate in the general higher education programs.

I recognize that one intent of the proposed work-study provisions of H.R. 10543 is to increase the possibilities for GI student employment in the Veterans' Administration. While VA already has a substantial work-study program and hires sizable numbers of returning veterans, it would be deisrable to diversify VA's authority in this area by providing new language which would permit the Administrator to employ, as intermittent employees, students enrolled in full-time programs of education or training under chapters 31 and 34 of title 38. Instead of the basis set forth in the subject bill for paying these student-veterans, we would recommend paying them in accordance with the going rate for the job classification. We believe that in nearly all instances this would be more per hour than that payable under the bill. A draft of a suggested amendment to carry out our recommendation is enclosed as an attachment to this report.

The new section 1688 proposed in section 203 of H.R. 10543 would offer veterans with GI bill educational entitlement a new option, namely, the opportunity to use accelerated educational assistance allowance to repay, in whole or in part, certain Federal direct or guaranteed loans. These would be loans made to the veteran after April 13, 1970, for education pursued prior to his performance of active duty service. The veteran would be granted four separate opportunities to have unused entitlement (at the rate of educational assistance to which he would be entitled at the time of application and based upon full-time training) applied to both principal and interest for each loan as he determines is most advantageous to him. The active duty upon which such entitlement is earned would be that which was performed after June 30, 1970. This new section would supplant section 501 of Public Law 91-230 which currently provides loan cancellation at a rate of 12½ percent per year for up to a maximum of 4 years of service after June 30, 1970.

Historically, the educational assistance allowance has been provided by the Congress to encourage returning veterans to continue their education and training. The federally supported loan program, open to both veterans and nonveterans, was intended to assist those with insufficient financial means to obtain some needed education and also encourage persons to train in fields where a need for specially trained persons existed, such as in teaching and in medical subspecialties. The repayment provisions for these loans are very liberal, with many containing substantial forgiveness when the borrowers engage in employment in the field for which he trained or for work in specially designated areas.

The returning veteran has 8 years from his release from active duty to avail himself of the educational assistance provided under the GI bill. We believe there would be great temptation to the veteran who has college training and an outstanding Federal education loan to apply all of his entitlement to pay off part or all of the loan. The demands of our society are such, with everchanging technological and methodological advances that graduate training has become commonplace, and not the exception. It is now the key to a better job. If a veteran used his entitlement to offset a prior loan, the educational assistance allowance would not be available to continue his education. The temptation to spend his earned entitlement to erase an old loan would be strong.

We oppose this provision as we do not believe it will assist the readjustment of veterans and it is not consistent with the purposes of the educational assistance program. It would simply refill the loan coffers of other agencies at an accelerated rate to provide the nonveteran population more funding. It would discriminate against the student who worked to pay for his education and could very well negate the purposes for which many Federal educational loan programs were designed.

The remaining sections of the subject bill are primarily administrative in context and would make required changes to combine various provisions presently contained in chapters 34 and 35 into a single unit within chapter 36. In addition, provisions presently contained in the National Defense Education Act providing for loan cancellation for service in the Armed Forces (referred to earlier in this report) would be repealed.

Concerning the cost of H.R. 10543, if enacted, the advance and prepayment of educational assistance allowances under chapters 34 and 35 would involve additional costs only to the extent that administrative costs may be increased or overpayments might occur. Increases in administrative costs would not be substantial and provision is made in the bill for the recovery of overpayments.

We have no prior experience with the work-study program to use as a firm basis for estimating the numbers of trainees who might be usefully employed by the Veterans' Administration on a limited part-time basis to perform necessary services. Therefore, we have not attempted to estimate annual participation rates and costs applicable to each of the next 5 years, but, instead, have estimated an annual rate of participation and cost which reasonably might be expected in 1 full year of operation of these provisions after they become effective and are fully installed. This annual rate of participation and cost is estimated as follows:

		Estimated costs (millions)		
	Number	Administrative	Direct benefits	Tota
Trainees employed in work-study program	123,000	$4.5	$30.6	$35.1

Much of the information needed as a basis for estimating the magnitude of the cost of the loan repayment proposal is not available; therefore, the estimate submitted here is of necessity based on a series of assumptions which are set forth in detail in an attachment to this report. Based upon the information available and the assumptions made, our estimate of costs for the first 5 years is as follows:

Direct benefits costs

Fiscal year:	*Millions*
1972	Nominal
1973	$8.9
1974	23.3
1975	36.5
1976	44.7
5-year total	113.4

These estimates assume that eligible persons will not apply for repayment action after they have served more than 180 days on active duty, but would wait until they have been separated from the Armed Forces. Veterans are expected to request full repayment of the balance of their loan when the first postservice payments become due.

It is anticipated there will be a substantial increase in administrative cost due to the provisions for repayment of these Federal education loans. However, the extent of such increase cannot be determined

until administrative procedures which would be required to implement this proposal are further defined.

In summary, we favor the provisions of the bill increasing the amount available to chapter 31 veterans for loans from $100 to $200; we favor the administrative changes as we believe they should contribute toward administrative simplicity; and we are in favor of the principle of advance payment of educational assistance allowances, but recommend enactment of provisions for handling such payments as set forth in the draft bill entitled "Veterans' Education and Training Amendments of 1971" transmitted to the Speaker of the House of Representatives this date rather than those contained in H.R. 10543. As set forth earlier in this report, we do not recommend enactment of the work-study proposal in view of the existing broader work-study program which is better designed to assist the neediest veteran-students. However, we propose the enactment of general statutory authority permitting the employment of veteran-students as intermittent employees. Finally, we oppose the enactment of the provision permitting repayment of Federal education loans by using educational assistance entitlement earned under the GI bill.

The Office of Management and Budget has no objection to the submission of this report.

Sincerely,

DONALD E. JOHNSON, *Administrator.*

AMENDMENT

H.R. 10543, 92d Congress, is amended as follows:

Beginning on page 10, line 9, strike out all that follows through line 20, page 14, and insert in lieu thereof the following:

"§1687. Veteran-student employment

"(a) Notwithstanding any other provision of law, the Administrator is authorized to utilize on an intermittent basis the services of veteran-students who are pursuing full-time programs of education or training under chapters 31 and 34 of this title. Such veteran-students may be utilized to perform such services for the Veterans Administration at such times and places as the Administrator deems advisable.

"(b) Veteran-students utilized under the authority of subsection (a) of this section shall be paid an hourly rate equivalent to the minimum rate for a grade in the General Schedule contained in section 5332 of title 5, determined by the Administrator to be appropriate for the services rendered. Such grade determination may, at the Administrator's discretion, be based upon but shall not be subject to, position classification standards issued by the Civil Service Commission pursuant to section 5105 of title 5.

"(c) While performing the services authorized by subsection (a) of this section, such veteran-students shall not be deemed to be employees of the United States for the purposes of laws administered by the Civil Service Commission. They shall, however, be considered to be employees of the United States for the purposes of the benefits of chapter 81 of title 5."

ASSUMPTIONS USED IN ESTIMATING COST OF LOAN REPAYMENT PROPOSAL CONTAINED IN SECTION 203 OF H.R. 10543, 92D CONGRESS

FIRST ASSUMPTION

Persons who might benefit from this proposal are categorized into two groups:

a. Persons eligible for loan repayment who would have been in training anyhow under current provisions of chapter 34.

b. Persons eligible for loan repayment who would not have entered training under chapter 34 but who will use this opportunity to repay their educational loan by charge against entitlement under chapter 34.

SECOND ASSUMPTION

Approximate 2% of the loan repayment will be for veterans enrolled in schools below college level. This assumption recognizes Office of Education experience which indicates that 98% of their education loans are made to college students.

THIRD ASSUMPTION

Past experience concerning the proportion of chapter 34 trainees who had completed one or more years of college prior to service will continue relatively unchanged. This experience is as follows: 1 year 6.5%; 2 years 4.4%; 3 years 1.8%; 4 years 6.3%; 5 years 2.5%; or a total of 21.5% who completed one or more years of college prior to service. However, not all of these veterans would have received this training after April 13, 1970. This cost estimate includes only those years of training (loans) which are likely to have occurred subsequent to April 13, 1970.

FOURTH ASSUMPTION

Estimates obtained from participating Federal agencies indicate that approximately one of four college trainees receives an education loan; therefore, we have assumed that one of four veteran trainees who had completed one or more years of college prior to service received such a loan. Further, because of the apparent liberality of this proposal, we assume that this proportion for veterans eligible for loan repayment will be increased to one of three.

FIFTH ASSUMPTION

A relatively few veterans will be in an occupational field which exempts them from paying up to half of their loan. However, the fact that they can repay the entire loan by charging it to chapter 34 entitlement may cause some of them to change to a more lucrative filed of employment and use this repayment device. In any event, all of the veterans in such occupational fields are likely to use this device for repayment for at least half of their loan.

SIXTH ASSUMPTION

Some veterans eligible for loan repayment may elect to conserve all of their chapter 34 entitlement for purposes of current training. We have assumed that this number will reduce the 33% (one of three) cited in the fourth assumption to 30%. We further assume that the remaining veterans will have sufficient unused entitlement to cover the entire amount of loan.

SEVENTH ASSUMPTION

Most of the veterans who request loan repayment will request repayment of the entire loan in one payment. Based upon information from the Office of Education, we have estimated that the weighted average loan made for Fiscal Year 1970 was equal to $833, annual rate. To allow for the annual increase in school costs and the cost of living, we have assumed an annual increase of 6% in the average amount of loan. These average rates are used to estimate the average total amount of loan incurred by an eligible veteran over all the years covered by his loan.

EIGHTH ASSUMPTION

The number of eligible persons who will request loan repayment without entering training (Assumption 1.b) are about two-thirds as large as the number of trainees who will request such repayment. Therefore, we multiplied the estimated cost applicable to trainees by the factor 167% to provide for the total cost of loan repayments.

NINTH ASSUMPTION

There will be some cost avoidance for other agencies because of early repayment of the loan and cancellation of interest payments which otherwise would have been paid by the Federal government. The amount of such offset in cost is not reflected in the estimate of cost which would be paid by the Veterans Administration.

TENTH ASSUMPTION

There will be an appreciable increase in administrative cost to the Veterans Administration. However, the extent of such increase cannot be determined until administrative procedures which would be required to implement this proposal are further defined. Therefore, the cost cited is for direct benefits only.

ELEVENTH ASSUMPTION

The estimate of veterans to whom this proposal would be applicable is based upon Department of Defense estimates of separation rates for Fiscal Year 1973 and subsequent years. Veterans separated prior to Fiscal Year 1973 are presumed to be ineligible. If the sharp decline in separation rates estimated by the Department of Defense (reduction to about one-third the Fiscal Year 1970 rate by Fiscal Year 1976) does not occur, this could increase the direct benefits cost through Fiscal Year 1975 to as much as twice the estimated level.

Veterans' Administration report on H.R. 11534, H.R. 11400, a similar purpose bill, and H.R. 11720, which was introduced following submission of this report

VETERANS' ADMINISTRATION,
OFFICE OF THE ADMINISTRATOR OF VETERANS' AFFAIRS,
Washington, D.C., November 29, 1971.

Hon. OLIN E. TEAGUE,
Chairman, Committee on Veterans' Affairs,
House of Representatives,
Washington, D.C.

DEAR MR. CHAIRMAN: This responds to your request for a report by the Veterans' Administration on H.R. 11534, 92d Congress, a bill, to amend title 38 of the United States Code to authorize the enrollment of eligible veterans in a course offered by an institution which has changed its location. This will also serve as a report on H.R. 11400, a bill of similar purpose.

These bills are designed to establish criteria under which an educational institution which has moved its location from the general locality of its former site may be authorized to enroll veterans in courses which have been in operation for 2 years.

Under current law, section 1675(a) prescribes that the Administrator may not approve the enrollment of veterans in a course offered by an educational institution where such course has been in operation for less than 2 years. Clause (3) of subsection (b) of section 1675 states that this restriction shall not apply to a course offered for more than 2 years in an educational institution which has moved to another site "within the same general locality."

The term "same general locality" has been administratively defined by the Veterans' Administration to mean a new location "within normal commuting distance of the original location" where the institution remains essentially the same as to faculty, student body, and curriculum.

Section 1675(b)(3) had its derivation in section 227, Public Law 550, 82d Congress, the Veterans' Readjustment Act of 1952, and has a long history of like administrative interpretation and application. The enactment of the limitation requiring that a change of location of an institution be within the same general locality resulted from the experience gained in the administration of the World War II Readjustment Educational program and was intended as a safeguard against some opportunistic institutions which offered unsatisfactory educational programs and after exploiting the available veteran-student population in one area changed their location to other areas to begin the same process over again.

Recent experience with the program, however, has shown that there are established schools which have found it necessary to relocate as additional facilities are required to meet demands caused by increases in the number of students, such as the need for library space and additional classrooms. Land and community redevelopment no doubt have played a role in creating shortages of available large land sites which it is reasonable to anticipate would be necessary for the expansion of educational institutions.

The additional new language proposed in H.R. 11534 would authorize the Administrator of Veterans' Affairs to approve enrollment in a course offered by an institution which has changed its location with substantially the same faculty, curriculums, and student body, without a change in ownership.

It is estimated that enactment of this bill will not result in any additional costs.

In view of the foregoing, we recommend favorable consideration of this legislation by your committee. The provisions of H.R. 11534 have been incorporated into an omnibus education bill which has been transmitted to your committee.

We are advised by the Office of Management and Budget that there is no objection to the presentation of this report from the standpoint of the administration's program.

Sincerely,

Donald E. Johnson, *Administrator*.

Veterans' Administration report on H.R. 10166

VETERANS' ADMINISTRATION,
OFFICE OF THE ADMINISTRATOR OF VETERANS' AFFAIRS,
Washington, D.C., November 29, 1971.

Hon. OLIN E. TEAGUE,
Chairman, Committee on Veterans' Affairs, House of Representatives, Washington, D.C.

DEAR MR. CHAIRMAN: This will respond to your request for a report by the Veterans' Administration on H.R. 10166, 92d Congress, a bill to amend chapter 35 of title 38, United States Code, to permit eligible wives and widows to pursue a program of education through correspondence courses.

The general concept of the educational program provided under chapter 35 of title 38 has been to allow eligible individuals to pursue a program of education which would be a followup to their high school education by offering them an opportunity to obtain supplemental assistance for educational opportunities at the college level or at vocational technical institutions. Although under current law eligible wives and widows may train on a basis ranging from less than half-time through full-time at institutions of higher learning or at vocational or trade schools, such law still bars the pursuit of correspondence courses.

If this bill were to be enacted, eligible wives and widows would have available the same broad scope and diversity of correspondence courses now offered to veterans under chapter 34. We feel, however, that this measure should be amended to extend to these groups the same limitations and provisions which appear as section 303 in our draft bill entitled "Veterans' Education and Training Amendments of 1971" which is being transmitted to the Speaker of the House of Representatives this date.

We also note that H.R. 10166 does not provide any specific provisions for the payment and computation of educational assistance premised on correspondence lessons completed nor for the amount of the entitlement to be charged for this type of training. However, our omnibus education bill contains such provisions.

Further, as a technical matter, H.R. 10166 does not specify in subsection (a) the specific section of title 38 intended to be amended. In preparing this report we have assumed that it was intended to amend section 1701(a)(6) of chapter 35 of title 38, United States Code.

There is no experience in the chapter 35 program that might be used as an indicator as to the number of wives and widows who might wish to utilize correspondence course training. If we assume that one in five eligibles enrolling under chapter 35 training would elect a correspondence program (similar to our experience with chapter 34 trainees), we estimate the cost would range from under $500,000 in the first year to approximately $1 million in the fifth year.

For the foregoing reasons, we recommend enactment of the correspondence training provisions included in the Administration's "Veterans' Education and Training Amendments of 1971" in lieu of H.R. 10166.

We are advised by the Office of Management and Budget that there is no objection to the presentation of this report from the standpoint of the Administration's program.

Sincerely,

Donald E. Johnson, *Administrator*.

Veterans' Administration report on H.R. 4223 and H.R. 6130

VETERANS' ADMINISTRATION,
OFFICE OF THE ADMINISTRATOR OF VETERANS' AFFAIRS,
Washington, D.C., November 30, 1971.

Hon. OLIN E. TEAGUE,
Chairman, Committee on Veterans' Affairs,
House of Representatives, Washington, D.C.

DEAR MR. CHAIRMAN: This will respond to your request for a report by the Veterans' Administration on H.R. 4223 and H.R. 6130, identical 92d Congress bills to amend chapter 34 of title 38, United States Code, to authorize advance educational assistance allowance payments to eligible veterans at the beginning of any school year to assist such veterans in meeting educational and living expenses during the first 2 months of school, to establish a veterans' work-study program through cancellation of such advance payment repayment obligations under certain circumstances, and to provide for direct payment of educational assistance allowance to educational institutions on an optional basis.

The bills would amend chapter 34 of title 38, United States Code, by adding two new sections (1688 and 1689) at the end of subchapter IV. The proposed new section 1688 would authorize advance payments of educational assistance benefits to veterans to assist them in meeting education and living expenses during the first 2 months of the school year and would permit them to participate in a work-study program whereby they could have their advance partially or totally cancelled through performing certain services. The proposed new section 1689 would permit payment of the educational assistance benefits directly to the educational institutions on behalf of and at the request of the veteran.

More specifically, the proposed new section 1688 would authorize an advance payment of the educational assistance allowance in an amount not to exceed $250 to an eligible veteran who intends to pursue a full-time course of education with advances in lesser amounts to eligible veterans intending to pursue programs of education on less than a full-time basis. No advance payments would be made, however, to veterans intending to pursue programs of education on a less than half-time basis or by correspondence. The advance would be considered a loan to be repaid by deductions, in approximately equal amounts, from the veteran's monthly educational assistance allowance.

To qualify for the advance, to be made not earlier than 30 days prior to the veteran's expected date of enrollment,the veteran would be required to submit evidence showing he is an eligible veteran; certify that he is enrolled in, has applied for, has been accepted by, or intends to enroll in a specified school; certify whether the school defines the courses to be full-time and the number of semester or clock hours he intends to pursue; and certify that he has at least 6 months of educational entitlement remaining available to him under chapter 34 of title 38.

In the event a veteran fails to qualify for the allowance after the advance has been made to him, such advance would be repayable in such manner as the Administrator prescribes. If the veteran fails to enroll in and pursue an approved course of education within 30 days after the advance payment is made to him, the payment would become due and payable on the first day of the month following the month in which the Administrator determines the veteran has failed to enroll. The loan would bear interest at the rate of 6 percent per annum from that date.

The proposed new section 1688 would also establish a work-study program under which a veteran who has received an advance educational assistance payment, who is pursuing a full-time program of education, who agrees to work up to 15 hours a week, who is in need of augmentation of his educational benefit to remain in school, and who is capable of maintaining good standing in school while working, may perform services for the Veterans' Administration and have his loan canceled at the rate of $2 for each hour worked. Such veterans would assist in the processing of educational applications filed with the Veterans' Administration or would perform various outreach services for educationally disadvantaged veterans. While performing such services, the veteran would be considered an intermittent employee of the Veterans' Administration serving without compensation, except that for purposes of laws administered by the Civil Service Commission (such as those related to leave, retirement, etc.), these veterans would not be deemed to be such employees.

Under the provisions of current law (38 USC 1681), the educational assistance allowance of an eligible veteran pursuing a program of education on a half-time or more basis is paid in arrears as soon as practicable after the Administrator is assured of the veteran's enrollment in and pursuit of the program of education for the period for which such allowance is to be paid. These payments do not begin, however, until after the veteran has enrolled and completed each month of training.

The President's Committee on the Vietnam Veteran recognized that this delay in the initial payment of the educational allowance could have the effect of discouraging program participation by a veteran who cannot afford the initial outlay required by most schools and the necessary money for subsistence for himself and his family until the first payment is received. The committee, in its report to the President dated March 26, 1970, made the following recommendation No. A-1:

> Encourage veterans to enter and follow through with a training program by providing an advance education assistance payment to help the veteran meet the initial costs of entering training.

A draft measure to carry out this recommendation was sent to the Congress last year, but was not enacted into law. The President, in his message to the Congress dated January 26, 1971, urged the Congress to consider advance payment legislation. A new draft bill was submitted to the Speaker of the House by letter dated January 26, 1971, urging its enactment (see House Committee Print No. 7). This resulted in the introduction of H.R. 3349 which is presently pending before your committee.

H.R. 3349 would authorize the Administrator to make an initial advance payment of the educational assistance allowance granted under chapter 34 of title 38 to veterans enrolled in an educational institution half-time or more, plus the allowance for 1 full month, upon receipt of proif that the eligible veteran has been accepted for enrollment in an approved educational institution. Such payment would be made not earlier than the first of the month in which pursuit of the program is to commence. Thereafter, payments would continue to be made in advance at the beginning of each month in which the veteran pursues his program of education.

Administrative control over the propriety of such payment is provided for by authorizing the Administrator to withhold final payment of an enrollment period until proof of satisfactory pursuit of the program is furnished. In addition, if the eligible veteran fails to enroll in the course after receiving the initial payment of the educational assistance allowance, the amount of such advance payment may be recovered from any benefit otherwise due the veteran under any other law administered by the Veterans' Administration or such overpayment shall constitute a liability of such eligible veteran and may be recovered in the same manner as any other debt due the United States. Advance payments would not be permitted to be made to veterans pursuing flight or correspondence course training programs.

The recent amendment of the GI bill (Public Law 91-219) provides for a lump-sum payment of the educational assistance payable to veterans who are attending school on a less than half-time basis and to eligible servicemen for the entire quarter, semester, or term during the month immediately following the month in which the enrollment certification is received. The advance payment proposals in both H.R. 3349 and H.R. 4223 would, we believe, be an extension of and comparable to the present law in that veterans attending school on a half-time or more basis would be permitted to apply for an advance payment prior to their enrollment in school.

H.R. 3349 represents, in our view, a better design to aid the veteran in his attempt to obtain his education than H.R. 4223 in that the amount of the advance payment he would receive under H.R. 3349 would generally be greater when dependents and beginning dates of school are taken into account. This larger amount would provide the veteran with the funds he needs at the time he initiates his training.

H.R. 4223 also contains provisions which would permit veterans who have received advances on their educational assistance allowance to be employed as intermittent employees of the Veterans' Administration to assist in processing educational applications and to work in the outreach program.

Concerning this advance pay and work-study proposal, we believe, however, that the advance pay and related provisions contained in title II of the administration's "Veterans' Education and Training Amendments of 1971" would be more administratively feasible than those put forward in H.R. 4223 and would provide greater control to prevent overpayments.

Concerning work-study, we strongly support the idea that needy veterans attending school under the GI bill should have an opportunity to augment their income through work-study arrangements. The administration is seriously concerned with the financial plight of all college students, including veterans, who struggle with the rising costs of higher education in their efforts to enter or finish school. For any student in this difficult situation, help is most effective if it takes into account his total financial situation.

Under the Higher Education Act of 1965, student assistance in the form of loan, grant, and work-study programs reach colleges throughout the country and already go far to meet the needs of students, including veterans. Accordingly, while we endorse the objective of the work-study provisions of H.R. 4223, we must oppose them as duplicative of the existing work-study program which is better designed to reach the neediest veteran students and provides them with higher benefits.

Moreover, amendments to the Higher Education Act proposed earlier this year by the administration and now under consideration by the Congress provide a comprehensive approach to students' financial problems through loans, grants, and work-study assistance which would be more effective, better targeted, and simpler to administer than the work-study provisions of this bill. The Office of Education estimates that 95 percent of all returning veterans would be found eligible to participate in the general higher education programs.

We recognize that one intent of the proposed work-study provisions of H.R. 4223 is to increase the possibilities for GI student employment in the Veterans' Administration. While the Veterans' Administration already has a substantial work-study program and hires sizable numbers of returning veterans, we believe it would be more desirable to diversify our authority in this area. Accordingly, our omnibus bill contains a provision permitting the Administrator to employ, as intermittent employees, students enrolled in full-time programs, rather than the work-study program as suggested in the bill. Instead of the basis set forth in the subject bill for paying these student-veterans, we would recommend paying them in accordance with the going rate for the job classification. We believe that in nearly all instances this would be more per hour than that payable under the bill.

The proposed new section 1689, contained in H.R. 4223, would provide that all or part of any educational assistance allowance payment may be made directly to the educational institution concerned on behalf of any eligible veteran if the veteran requests it and the school agrees to accept the payment. Direct payment would not be made on behalf of any veteran who is purusing or intends to pursue a course on less than half-time basis or a program exclusively by correspondence; who receives an advance payment under the proposed section 1688; or, to cover other than tuition and other educational costs and expenses which the educational institution usually requires to be paid in full before a nonveteran student is admitted to class.

We believe that the proposed section 1689 needs clarification since it is subject to at least two conflicting interpretations. If it is meant that the veteran's name would be retained as the sole payee and the address of the school used, no prohibition currently exists and this is, in fact, actually being done at the present time.

Under another interpretation, this section would permit the school to be identified as the payee with the money being credited to the account of the veteran beneficiary. This would result in an assignment of benefits. The current GI bill provides for an educational assistance allowance, payable only to the veteran, to meet, in part, the expenses of the veteran's subsistence, tuition, fees, supplies, books and equipment (38 USC 1681(a)). Under the original World War II GI bill (Public Law 346, 78th Congress), a direct payment was made to the school in addition to a monthly subsistence allowance. During the course of hearings on the Korean GI bill (Public Law 550, 82d Congress), it was indicated that a single monthly payment in an amount considered to be equitable to assist the veteran in the payment of his tuition and other school costs and his living expenses would achieve a desirable objective by giving the veteran a financial interest in his own training. The proposed change made in H.R. 4223 would complete a cycle and return to the problems and abuses resulting under the World War II GI enactment. Examples of what might result are falsification of the veteran's progress and attendance records, high-interest charges for tuition time, and collusion between school officials and veterans in falsely obtaining the educational assistance payment.

Regarding the cost of H.R. 4223, if enacted, there is no prior experience which we may use as a guide as to how many of the eligible veterans might request an advance payment. Similarly, we have no prior experience with a work-study program to provide a firm basis for estimating the numbers of trainees who might be usefully employed by the Veterans' Administration, on a limited part-time basis, to perform necessary services. Therefore, we have not attempted to estimate annual participation rates and costs applicable to each of the next 5 years, but, rather, have estimated an annual rate of participation and costs which reasonably might be expected in 1 full year of operation of these provisions after they become effective and are fully installed. Some later decline in this annual cost rate might be expected because of fewer loans to be processed after the number of trainees reaches a peak. The annual rate of cost for the advanced payment and work-study provisions related thereto is estimated as follows:

Number of loans	Number of trainees employed in work-study program	Estimated cost (in millions)		
		Administrative	Direct benefits	Total
1,243,000	94, 600	$9.3	$23.6	$32.9

The cost of the provision for direct payment of educational assistance allowance to schools would be limited to administrative costs necessary to effect such payments. On the assumption that such payments would be made only for those persons who do not elect the advance payment, the annual rate of participation and cost would approximate three quarters of a million dollars. This cost might be increased to $3.6 million if the restraint of no direct payment on behalf of veterans receiving advance payment were to be lifted.

In summary, we are in favor of the principle of advance payment of educational assistance allowance payments for veterans. We believe, however, that the provisions for handling such payments as set forth in our omnibus bill are preferable to those contained in H.R. 4223. While we cannot recommend enactment of the work-study provision as set forth in H.R. 4223, we recommend enactment of general statutory authority permitting the employment of veteran-students as intermittent employees as proposed in our omnibus educational amendments. If it is made clear that the proposed section 1689 is to be interpreted as retaining the veteran as the sole payee with the school address being authorized, we would have no objection to its enactment. Should it be interpreted as assigning the benefit to the school, we would strongly recommend against favorable action by your committee on that portion of H.R. 2423.

We are advised by the Office of Management and Budget that there is no objection to the presentation of this report from the standpoint of the administration's program.

Sincerely,

Donald E. Johnson, *Administrator*.

Veterans' Administration report on H.R. 10168

VETERANS' ADMINISTRATION,
OFFICE OF THE ADMINISTRATOR OF VETERANS' AFFAIRS,
Washington, D.C., November 30, 1971.

Hon. OLIN E. TEAGUE,
Chairman, Committee on Veterans' Affairs, House of Representatives, Washington, D.C.

DEAR MR. CHAIRMAN: This will respond to your request for a report by the Veterans' Administration on H.R. 10168, 92d Congress, a bill to amend chapter 34 of title 38, United States Code, in order to increase the educational assistance allowance, and for other purposes.

The purpose of this bill is to encourage our returning veterans to take education and training which will fit them for productive and rewarding employment in our civilian economy. It is therefore worthwhile to review briefly the extent to which these deserving men and women now are taking advantage of benefits already enacted by the Congress. Since enactment in May 1966 the Vietnam era GI bill has provided education and training to 1.8 million Vietnam veterans, together with an additional .8 million veterans who left service after 1955. The participation rate has shot up by any index. In the past 3 years, the participation rate of Vietnam era veterans, on a cumulative basis, has risen from 16 percent to 35.2 percent. There is evidence that men are entering training more quickly after discharge; the first year participation rate in this period has risen by 25 percent. The GI bill, moreover, has fitted the aspirations and talents not only of the college-bound individual but also of the man who wants technical training, who wants a job with built-in training opportunities, and the man who wants to finish high school and learn a trade. The enrollment of veterans in on-the-job training (OJT) has risen by 121 percent in fiscal years 1969–71, from 66,000 to 146,000. The enrollment in courses below college level has risen from 330,000 to 522,000.

This impressive record results, we believe, from the motivation and drive of our veterans, encouraged by the active concern of the Congress and the President. To assure that this momentum is maintained, the Congress and President have acted on two occasions since the present GI bill first was enacted in 1966 to adjust GI bill allowances to the rising costs of living and education. Over this period, the basic monthly allowance for a single veteran rose by 75 percent, from $100 to $175, with matching increases for dependents.

The President has been keenly aware that despite these massive increases veterans do not have it easy on most campuses. Studies by the Veterans' Administration show that veterans often must augment their income by part-time employment. We recognize the GI bill was not designed—and given the diversity of tuition charges among schools of the veterans choice, could not be equitably designed to cover all of a veteran's educational costs. Nevertheless, the President has been greatly concerned that rises in living costs since the last adjustment of February 1970, not tip the balance adversely against a veteran's decision to enter or continue training. There are other adjustments in the basic program needed to improve educational opportunities, including those provided service-disabled veterans and those extended for war widows and orphans.

Accordingly, this administration has designed an omnibus bill to meet this very real concern shared by your committee and the President. The text of this bill has been transmitted to your committee. To avoid repetition here, it is sufficient to note that the administration bill provides for an 8.6 percent average increase in GI bill allowances, representing the rise in consumer prices since the last adjustment of the allowances in February 1970.

In this context, we note that the provisions of H.R. 10168 provide increases in GI bill rates far in excess of the rise in prices and other changes beyond those needed to maintain the growth momentum of this program.

Section 1 of H.R. 10168 would amend section 1682(a) of title 38, United States Code, to increase the rate of monthly educational assistance payable to veterans pursuing institutional and cooperative training under chapter 34. The rate for a single veteran without dependents, who is pursuing a full-time institutional program, would be increased from the present rate of $175 per month to $210, or 20 percent above the current rate. Similar increases are provided for those veterans with dependents who are pursuing full-time training and those with or without dependents who are pursuing three-quarter or half-time training. The additional amount payable for dependents in excess of two in the case of a veteran pursuing three-quarter-time training would amount to 30 percent. Similar increases for cooperative training are also included.

Section 2 of H.R. 10168 would add a new subsection (d) to section 1682 of title 38 authorizing the Administrator to reimburse veterans, receiving educational assistance under that section, for the costs of necessary textbooks. It should be pointed out that in enacting the Korean conflict GI bill (Public Law 550, 82d Cong.) and the current GI bill (Public Law 89-358), the Congress provided for payment of an educational assistance allowance to meet, in part, the expenses of the veteran's subsistence, tuition, fees, supplies, books, and equipment. This change from the approach of the World War II GI bill was premised upon hearings held prior to the enactment of the Korean GI bill and was designed to provide the desirable objective of giving the veteran a stake in his own training. These same hearings also found that overcharges were made during the World War II program for supplies, books, and tools and that in some cases the tools were being pawned or sold by the veteran, thereby causing abuse of the program.

We believe that enactment of the proposal to reimburse veterans for the cost of textbooks would bring us back to some of the problems and abuses of the World War II GI bill. It is also reasonable to anticipate that demands for reimbursement for costs of other aids the veteran needs, while pursing his educational program, would quickly arise. As a technical matter, it should be pointed out that a subsection (d) relative to farm cooperative educational assistance already exists in section 1682. Consequently, the subsection should be redesignated if the provision is to be considered further.

Section 2 of H.R. 10168 also proposes to add a new subsection (e) to section 1682 which provides for annual adjustments in the educational assistance allowances premised upon the average percentage change in the cost of tuition and the cost of living for the preceding calendar year.

This proposal would associate benefit rates with the average percentage change in the cost of living. However, automatic adjustment in benefits is without precedent in veterans' benefit programs and should be considered more carefully before being embodied in legislation, as proposed in H.R. 10168.

Section 3 of the bill would amend section 1661(c) of title 38 to provide that an eligible veteran may receive as much as 48 months of educational assistance, instead of the present 36 months, if he served 24 or more months on active duty.

Historically, a statutory limit has been set on the maximum months of entitlement a veteran has been permitted to earn under each of the various GI bills enacted by Congress. For example, under the World War II GI bill (Public Law 346, 78th Cong.) a veteran was granted entitlement not to exceed 4 years. Thus, a World War II veteran could receive up to 48 months of full-time assistance, or the equivalent of 5⅓ ordinary school years of 9 months each.

The entire problem of operations under the World War II GI bill was studied by the House Select Committee to investigate the educational and training program under GI bill during 1950. That committee recommended a 36-month limitation on educational entitlement as being sufficient to permit a veteran to obtain a B.A. degree. As a result, Congress, in enacting the Korean GI bill (Public Law 550, 82d Congress), set a 36-month limitation on the maximum entitlement which a Korean conflict veteran could earn. This 36-month limitation was carried over into the Veterans' Readjustment Benefits Act of 1966 (Public Law 89–358) which is current law.

It would appear that the 36 months of entitlement now afforded is sufficient to complete a vocational or a 4-year college program. In addition, existing law presently permits certain eligible veterans to receive assistance allowances beyond the 36 months of entitlement and also makes provision for those who are educationally disadvantaged. Eligible veterans who have not completed their high school education, or who need to undertake deficiency courses to pursue higher education, may receive educational assistance without any charge against their entitlement.

It is estimated that enactment of this proposal would result in additional direct benefits cost amounting to $187.8 million the first fiscal year and a cost of $1,569.9 million over the first 5 fiscal years. A detailed breakdown showing the estimated direct benefits cost for each of the next 5 fiscal years is as follows:

Additional direct benefits cost

Fiscal year:	*Millions*
1st [1]	$187.8
2d	385.5
3d	375.0
4th	313.7
5th	308.9
Total	1,569.9

[1] First year costs are only one-half as great as they would have been for the entire year since they are premised on a half-year rather than a full-year basis.

A table detailing the added direct benefits costs by fiscal year attributable to the rate increase, textbooks, and extended entitlement is included as an attachment to this report.

For the foregoing reasons, we recommend against enactment of H.R. 10168 by your committee.

We are advised by the Office of Management and Budget that there is no objection to the presentation of this report from the standpoint of the administration's program.

Sincerely,

Donald E. Johnson, *Administrator.*

H.R. 10168.—ADDITIONAL DIRECT BENEFITS COST

Fiscal year	Total cost (millions)	Rate increase		Textbooks		Extended entitlement	
		Individuals [1]	Cost (millions)	Individuals [1]	Cost (millions)	Individuals	Cost (millions)
1st [2]	$187.8	953,000	$115.1	1,040,000	$56.0	52,000	$16.7
2d	385.5	952,000	231.4	1,040,000	119.4	54,000	34.7
3d	375.0	905,000	321.1	989,000	120.6	52,000	33.3
4th	313.7	743,000	181.9	818,000	105.1	42,000	26.7
5th	307.9	709,000	174.9	782,000	106.3	42,000	26.7
5-year total	1,569.9		924.4		507.4		138.1

[1] The individuals receiving the rate increase are included in the number receiving reimbursement for the cost of textbooks.

[2] For the 1st fiscal year, data on individuals apply to the entire year, while cost figures are only ½ as great as they would have been for the entire year.

Veterans' Administration report on H.R. 11552 (note report on H.R. 11400, dated November 29, 1971.)

VETERANS' ADMINISTRATION,
OFFICE OF THE ADMINISTRATOR OF VETERANS' AFFAIRS,
Washington, D.C., December 7, 1971.

Hon. OLIN E. TEAGUE,
Chairman, Committee on Veterans' Affairs,
House of Representatives, Washington, D.C.

DEAR MR. CHAIRMAN: This will respond to your request for a report by the Veterans' Administration on H.R. 11552, 92d Congress, a bill to amend title 38 of the United States Code to authorize the enrollment of eligible veterans in a course offered by an institution which has changed its location.

This bill is identical to H.R. 11400, 92d Congress, a bill on which we submitted a report to your committee on November 29, 1971. The views expressed in that report are equally applicable to H.R. 11552. The proposal made in H.R. 11552 is similar to the one set forth in section 302 of the Administration's proposed Veterans' Education and Training Amendments of 1971 which has been introduced as H.R. 11954.

We were adivsed by the Office of Management and Budget that there was no objection from the standpoint of the administration's program to the presentation of the report on H.R. 11400 to your committee.

Sincerely,

FRED B. RHODES,
Deputy Administrator
(For and in the absence of
Donald E. Johnson, *Administrator.*)

Veterans' Administration report on H.R. 9779

VETERANS' ADMINISTRATION,
OFFICE OF THE ADMINISTRATOR OF VETERANS' AFFAIRS,
Washington, D.C., December 8, 1971.

OLIN E. TEAGUE,
Chairman, Committee on Veterans' Affairs,
House of Representatives, Washington, D.C.

DEAR MR. CHAIRMAN: This responds to your request for a report by the Veterans' Administration on H.R. 9779, a bill to increase educational and training assistance allowances payable under title 38 of the United States Code.

Since enactment in May 1966, the Vietnam era GI bill has provided education and training to 1.8 million Vietnam veterans, together with an additional 0.8 million veterans who left service after 1955. The participation rate has shot upward by any index. In the past 3 years, the participation rate of Vietnam era veterans, on a cumulative basis, has risen from 16 to 35.2 percent. There is evidence that men are entering training more quickly after discharge; the first-year participation rate in this period has risen by 25 percent. The GI bill, moreover, has fitted the aspirations and talents not only of the college-bound individual but also of the man who wants technical training, who wants a job with built-in training opportunities, and the man who wants to finish high school and learn a trade. The enrollment of veterans in on-the-job training (OJT) has risen by 121 percent during fiscal years 1969–71, from 65,000 to 146,000.

This bill would provide increases in the assistance rates payable, amounting to very nearly 60 percent, and would also require the Administrator of Veterans' Affairs to grant further increases after January 1972, on the basis of adjustments which may be made in the in the minimum wage prescribed under the Fair Labor Standards Act.

The proposal would provide an across-the-board increase of 59.1 percent in the rates for pursuit of institutional and cooperative programs of education, for farm cooperative training, and in the allowances payable for apprenticeship or other on-job training. It would also raise, from $175 to $277, the rate base used to charge entitlement when correspondence courses are pursued, and the maximum rate payable to those pursuing education while on active duty or on less than half time basis.

Section 3 of the bill would effect increases ranging from 58.3 to 59.3 percent in the allowances payable under chapter 35, the War Orphans' and Widows' Educational Assistance Act, by raising the amount of assistance from $175 to $277 a month for full-time training; from $128 to $204 for three-quarter time; and from $81 to $129 for pursuit of courses on a half-time basis. Also, the basis for computing the allowance payable for less than half-time training would be raised from $175 to $277. A similar increase, from $141 to $224 monthly, is proposed for computing the rate of assistance payable under section 1732(b) for individuals pursuing full-time institutional courses combined with alternate supplemental phases of training in business or industry.

The increases proposed would be paid commencing with the allowances payable for January 1972, and the Administrator would be required to further increase the various education and training assistance allowances by a percentage equal to any increase that might be enacted after January 1972, in the minimum wage, under section 6 of the Fair Labor Standards Act of 1938.

Should further consideration be given to the bill, there are several technical errors or disparities for which remedial suggestions would be furnished to the committee staff.

The following alternative cost estimates for this proposal were prepared on the basis of two assumptions. First, assuming that the President's economic policy will retain the minimum wage at its current level, these increases, approximating 59.1 percent, would result in the following estimated increase in direct costs for the first 5 years:

Fiscal year	Individuals	Direct benefits cost (in millions)
1st (half year)	1, 249, 000	$516. 3
2d	1, 293, 000	907. 8
3d	1, 249, 000	873. 8
4th	1, 042, 000	729. 5
5th	1, 001, 000	703. 9
5-year total		3, 731. 3

An alternate estimate is based upon the assumption that the minimum wage increases proposed in S. 2259 will be enacted. That bill provides for the minimum wage to be raised from $1.60 per hour to $1.80 in February 1972, and to $2 in February 1974. The first increase in the minimum wage, which would occur 1 month following the approximate 59.1-percent increase proposed in H.R. 9779, would result in a 12.5-percent increase in the educational assistance allowance, and the second would result in an additional 11.1-percent upward adjustment. In the final analysis, the assistance allowance rate after the second increase would represent a 98.9-percent increase above the current educational assistance allowance payable. Total increases over the 5-year period would be:

Fiscal year	Individuals	Direct benefits cost (in millions)
1st (half year)	1, 249, 000	$659. 1
2d	1, 293, 000	1, 215. 1
3d	1, 249, 000	1, 308. 8
4th	1, 042, 000	1, 221. 7
5th	1, 001, 000	1, 179. 0
5-year total		5, 583. 7

Estimates of direct benefits cost under both assumptions are based upon the number of persons already expected to be in training. If the higher benefits which would be made available by this proposal should induce additional veterans to enter training who otherwise would not have trained, the entire cost of training for such persons might be considered to be additional direct benefits costs attributable to this proposal. Such possible added costs are not susceptible of any meaningful estimate.

The increases in the education allowances proposed by this bill would represent a complete departure from the philosophy of the current rate structure of the educational assistance programs. Moreover, it is abundantly clear that the cost expenditures, which enactment of these increases would involve, reflect an approach entirely inconsistent with the President's efforts to maintain control of economic pressures. An alternative approach, incorporated in the administration's omnibus bill, would be in consonance with the President's economic program and would provide for substantial increases in educational allowances.

In view thereof, the Veterans' Administration recommends against favorable consideration of H.R. 9779.

We are advised by the Office of Management and Budget that there is no objection to the presentation of this report from the standpoint of the administration's program.

Sincerely,

Fred B. Rhodes,
Deputy Administrator
(For and in the absence of
Donald E. Johnson, Administrator).

Veterans' Administration report on H.R. 7668 and H.R. 10774

VETERANS' ADMINISTRATION,
OFFICE OF THE ADMINISTRATOR OF VETERANS' AFFAIRS,
Washington, D.C., December 8, 1971.

Hon. OLIN E. TEAGUE,
Chairman, Committee on Veterans' Affairs,
House of Representatives, Washington, D.C.

DEAR MR. CHAIRMAN: This will respond to your request for a report by the Veterans' Administration on H.R. 7668 and H.R. 10774, identical 92d Congress bills to amend chapter 35 of title 38, United States Code, so as to provide educational assistance at secondary school level to eligible widows and wives, without charge to any period of entitlement the wife or widow may have pursuant to sections 1710 and 1711 of this chapter.

The purpose of the bill is to permit those widows and wives who are eligible for educational benefits under chapter 35 of title 38, United States Code, to pursue high school training or to take refresher or deficiency courses needed to qualify for admission to appropriate educational institutions.

The original purpose of the War Orphans' Educational Assistance Act of 1956 (Public Law 634, 84th Congress) was to provide educational opportunities to children of veterans of World War I, World War II, or the Korean conflict whose parent died as the result of a disease or injury incurred or aggravated by such service. This act was expanded by later enactments to include the children of veterans who died or were permanently and totally disabled as the result of a disease or injury incurred or aggravated by service in the Armed Forces after the beginning of the Spanish-American War, and to also include the wives and widows of such veterans.

This program was designed to provide educational opportunities for those children who had their education impeded or interrupted due to the death or disablement of the veteran parent, and to assist wives and widows in preparing to support themselves and their families at a standard of living level which the veteran, but for his death or disablement, could have been expected to provide for his family. The main purpose of the act has been to provide a continuation to the eligible person's high school education by offering him the opportunity to obtain supplemental assistance for educational opportunities at the college level or at vocational technical institutions.

In providing these benefits, the Congress has barred the enrollment of eligible children, wives, and widows in certain types of courses, including courses which are avocational or recreational in character, as well as apprenticeship, on-job, flight, institutional on-farm, correspondence, and secondary level training courses. Some of these limitations have been modified over the years, but no change has been made as yet in the secondary level bar.

In enacting Public Law 90–77, the Congress approved a special program of aid to educationally disadvantaged veterans. This gave those veterans who had not completed their high school training or needed refresher or deficiency courses an opportunity to pursue such training, without charge to their basic period of entitlement, and thereby not lose their eligibility for follow-on college benefits.

The grant of similar benefits to wives and widows, as proposed in H.R. 7668 and H.R. 10744, would be a logical adjunct to the benefits presently provided for them under chapter 35. Many of these wives and widows, especially those who married Vietnam era veterans, are still young. Many of them failed to complete their secondary level training, choosing instead to marry. These wives and widows, due to the death or disability of their veteran husbands, have had to assume the responsibility for support of themselves and their families. This extension of the educational program would give them an opportunity to obtain the necessary training required for entrance into higher education without losing their eligibility for follow-on college training.

In an omnibus education bill recently transmitted to your committee, the administration has included provisions for substantially the same benefits as provided by H.R. 7668. Our bill, however, would be limited to training within a State, thus eliminating pursuit of secondary level training in the Philippines. Most of those individuals in the Philippines who would become eligible under this program would be the wives of disabled Philippine veterans who served during World War II. The majority of these persons are now over age 50 and the purpose of the program extended here would be of little benefit to them. Further, many of them have already taken advantage of the vocational training benefits which have been made available to them under chapter 35 and have thus been trained for a vocation designed to help them support themselves and their families.

It is estimated that enactment of this bill would result in added direct benefits cost for the first fiscal year of $952,000 and $11,480,000 over the first 5 fiscal years. A breakdown of the number of individuals and the estimated cost by years is shown in the following tables:

Fiscal year	Individuals			Direct benefits cost		
	Philippine Islands	United States	Total	Philippine Islands	United States	Total
1st	300	700	1,000	$168,000	$784,000	$952,000
2d	900	2,000	2,900	504,000	2,240,000	2,744,000
3d	800	2,300	3,100	448,000	2,576,000	3,024,000
4th	500	2,200	2,700	280,000	2,464,000	2,744,000
5th	200	1,700	1,900	112,000	1,904,000	2,016,000
5-year cost				1,512,000	9,968,000	11,480,000

[1] Peso rates.

In making these estimates, we have made the following assumptions:

(*a*) About 14 percent of the wives and widows eligible for chapter 35 training in the Philippines might be expected to train under this proposal.

(*b*) About 1 percent of the wives and widows now eligible for chapter 35 training in the United States and about 2 percent of those who subsequently become eligible might be expected to train under this proposal.

(*c*) One-fourth of those who would be eligible under this proposal would enter in the fiscal year in which they become eligible, and one-half would enter in the second year with the remainder entering over the next 3 years.

It should be pointed out that we have no data as to the number of eligible wives or widows who are educationally disadvantaged. We do know, however, that the distribution by level of training in the current program indicates that 28 percent of the wives and widows in training (excluding the Philippines) are enrolled in schools below the college level. In the Philippines, the percent of wives and widows enrolled in schools below the college level is much higher. More than 9 of 10 (93 percent) of the women in the Philippines train below the college level. We would estimate that in the Philippines alone there would be nearly 10,000 wives and widows potentially eligible for training as disadvantaged trainees.

We have no basis for determining how many of the potentially eligible wives and widows, either in the United States or the Philippines, might enter training as disadvantaged trainees. In the Philippines, because the educational assistance allowance is unusually attractive (by their economic standards) and because of their lower level of educational attainment, enrollments could be extremely heavy.

If amended to conform to the relevant provisions of our omnibus bill, we would have no objection to favorable consideration by your committee of H.R. 7668 or H.R. 10744.

We are advised by the Office of Management and Budget that there is no objection to the presentation of this report from the standpoint of the administration's program.

Sincerely,

Fred B. Rhodes,
Deputy Administrator
(For and in the absence of
Donald E. Johnson, Administrator).

Veterans' Administration report on H.R. 11571

Veterans' Administration,
Office of the Administrator of Veterans' Affairs,
Washington, D.C., December 15, 1971.

Hon. Olin E. Teague,
Chairman, Committee on Veterans' Affairs,
House of Representatives, Washington, D.C.

Dear Mr. Chairman: This responds to your request for the views of the Veterans' Administration on H.R. 11571, 92d Congress, a bill to amend chapters 31, 34, and 35 of title 38, United States Code, to increase the vocational rehabilitation subsistence allowances, the educational assistance allowances, and the special training allowances paid to eligible veterans and persons under such chapters.

The basic law which this proposal would amend—chapters 31, 34, and 35 of title 38, United States Code—established a program of educational and vocational readjustment assistance for eligible veterans who served in the Armed Forces after January 31, 1955. That law provides for payment of educational assistance allowances to meet, in part, the expenses of the veteran's subsistence, tuition, fees, supplies, books, and equipment. Framed as it was, in the light of the so-called Korean GI bill (Public Law 550, 82d Congress), it is clear that the Readjustment Benefits Act of 1966 is based upon the same fundamental approach; that this method of payment achieves the desirable objective of giving the veteran a financial interest in his own rehabilitative training.

Section 2 of the bill would amend the table of rates in section 1504(b) of chapter 31 of title 38, United States Code, to provide a 5 to 6 percent increase in the subsistence allowance payable for the pursuit of a course of vocational rehabilitation, including institutional onfarm, apprenticeship, or other onjob training. It would provide for an increase from $135 per month to $142 per month in the rate payable for a full-time trainee with no dependents, and commensurate increases for trainees with other dependency and/or training status, i.e., less than full-time training and one or two dependents. The allowance for each dependent in excess of two would remain at $6 per month.

Section 3 would amend the educational assistance allowance rate table in section 1682(a)(1) of chapter 34 to increase, from $175 to $220 monthly, the rate of educational assistance allowance payable to veterans with no dependents attending a full-time institutional program, and to provide like increases ranging from 25.7 percent to as high as 35.8 percent for attendees of less than full-time training. The additional amounts payable for dependents in excess of two are increased in some cases by as much as 50 percent. Similar increases are proposed for cooperative training.

The proposal also would raise to $220 the maximum dollar rate under section 1682(b) for computing the allowance payable to an individual attending school while on active duty (including—as prescribed in section 5—the rate for PREP trainees under section 1696(b)), or where attendance is on less than half-time basis. Likewise, it would raise to $220 the standard for charging monthly entitlement where a correspondence course is pursued. These increases represent a raise from the prior rates of 27.7 percent.

The table of assistance allowances payable for farm cooperative training under section 1682(d)(2) also is amended to reflect an increase of 5.5 percent.

Section 4 of the proposal amends the table in section 1683(b)(1) to reflect a similar 5.5-percent increase in the monthly allowance payable for apprenticeship or other on-job training assistance.

The proposed bill makes no change in the flight training rates, so that veterans taking such training would continue to be charged with 1 month of entitlement for each $175 of educational assistance allowance paid.

Section 6 of the bill would effect increases in the educational assistance allowance under the War Orphans' and Widows' Educational Assistance Act, chapter 35, by amending section 1732(a) to raise the assistance payable from $175 to $220 a month for full-time training; from $128 to $165 for three-fourths time; and from $81 to $110 for half-time training. Also, the maximum dollar standard established for computing the allowance payable for less than half-time training would be raised to a rate of $220. These changes reflect a range of increases from 19.9 to 35.8 percent. Similar increases are proposed for individuals pursuing a full-time program consisting of institutional courses together with alternate phases of training in business or industry under section 1732(b).

Section 7 amends the provision relating to special allowances for special restorative training under subchapter V of chapter 35 as set forth in section 1742(a). It would authorize computation of the special allowance at the basic rate of $220 per month instead of $175 as presently provided. It also raises from $55 to $69 the ceiling of charges for tuition and fees which serve as the standard for determining the basic monthly allowance payable and also increases from $6.80 to $7.30 the per day factor to determine entitlement used.

The rate increases provided by this proposal in most instances, are far above the increases in the cost of living since the last rate structure change in February 1970 was enacted by Public Law 91–219. Veterans under the GI bill attending public schools received educational assistance for a school year of $1,385 under the World War II program as compared with $1, 575 under the current program stated in constant dollars. The average costs of tuition are $238 and $343, respectively. Thus, the remainder for other expenses would be $85 more for the Vietnam veterans as compared to those of World War II. It is realized that the cost of education in private schools has increased considerably since 1949, and thus the current Vietnam era veteran attending private school may not be in as good a position as the World War II veteran attending a similar private school. It should be noted, however, that of the veterans attending an institution of higher learning, 79 percent are in public schools, while only 21 percent chose the more expensive private institutions which would require the veteran to spend his own funds.

The impressive growth in participation by Vietnam era veterans in GI bill training and education benefits suggests there is little need to revise the basic benefit structure as proposed by this bill. Since enactment in May 1966, the Vietnam era GI bill has provided education and training to 1.8 million Vietnam veterans, together with an additional 0.8 million veterans who left service after 1955. The participation rate has shot upward by any index. In the past 3 years, the participation rate of Vietnam era veterans, on a cumulative basis, has risen from 16 to 35.2 percent. There is evidence that men are entering training more quickly after discharge; the first year participation rate in this period has risen by 25 percent. The GI bill, moreover, has fitted the aspirations and talents not only of the college-bound individual but also of the man who wants technical training, who wants a job with built-in training opportunities, and the man who wants to finish high school and learn a trade. The enrollment of veterans in on-the-job training (OJT) has risen by 121 percent during fiscal years 1969–71, from 65,000 to 146,000.

What is needed now is to maintain this momentum of growth. This can best be done by preserving the basic structure of the post-Korean GI bill and by providing an increase in benefits to cover the rise in consumer prices since the last benefit adjustment in February 1970. The administration has designed an omnibus bill, now pending before your committee, to meet this need. The omnibus bill provides for an 8.6-percent increase in GI bill allowances and other programs adjustments to improve educational opportunities for veterans, war widows, and orphans.

The estimated number of trainees affected by enactment of H.R. 11571 and the increase in direct benefits cost for the first 5 years are:

Fiscal year	Individuals	Direct benefits cost (millions)
1st	1,281,000	$425.6
2d	1,326,000	429.7
3d	1,283,000	412.6
4th	1,077,000	344.0
5th	1,037,000	331.5
5-year total		1,943.4

The estimates of direct benefits and administrative cost cited above are based upon the number of veterans already expected to be in training. If the higher benefits which would be made available by this proposal should induce additional veterans to enter training who otherwise would not have trained, the entire cost of training for such persons might be considered to be additional direct benefits cost attributable to this proposal. Such possible added cost is not susceptible of any meaningful estimate.

Cost estimates by chapter are set forth in attachment A.

No cost estimate is made for servicemen, or for veterans pursuing correspondence training or training on less than a half-time basis, since they are paid on the basis of actual costs of training. However, it is observed that there would be an additional overall cost occasioned by a slower rate of exhaustion of entitlement resulting from the proposed higher monthly cost factor authorized in charging entitlement under this proposal.

The increases proposed by this bill in the education allowances would represent a rate structure inconsistent with the congressionally recognized objective of the current veterans educational assistance programs to provide a partial, not a full, subsidy of educational assistance. Such structural changes are not needed and would undermine the Nation's efforts to control inflation.

In view thereof, the Veterans' Administration recommends against favorable consideration of H.R. 11571 by your committee.

We are advised by the Office of Management and Budget that there is no objection to the presentation of this report from the standpoint of the administration's program.

Sincerely,

DONALD E. JOHNSON,
Administrator.

ATTACHMENT A

ESTIMATED INCREASE IN COST OF DIRECT BENEFITS FOR ALL VETERANS' ADMINISTRATION PROGRAMS

[Dollars in millions]

Fiscal year	All chapters		Ch. 31		Ch. 34		Ch. 35	
	Individuals	Direct benefits cost	Individuals	Direct benefits cost	Individuals	Direct benefits cost	Individuals	Direct benefits cost
1st	1,281,000	$425.6	32,000	$2.4	1,190,000	$403.5	59,000	$19.7
2d	1,326,000	429.7	33,000	2.5	1,232,000	406.9	61,000	20.3
3d	1,283,000	412.6	34,000	2.6	1,186,000	389.2	63,000	20.8
4th	1,077,000	344.0	35,000	2.6	979,000	320.4	63,000	21.0
5th	1,037,000	331.5	36,000	2.7	939,000	308.2	62,000	20.6
Total		1,943.4		12.8		1,828.2		102.4

Veterans' Administration report on H.R. 6042 and H.R. 8604

Veterans' Administration,
Office of the Administrator of Veterans' Affairs,
Washington, D.C., December 16, 1971.

Hon. Olin E. Teague,
Chairman, Committee on Veterans' Affairs, House of Representatives, Washington, D.C.

Dear Mr. Chairman: This will respond to your request for a report by the Veterans' Administration on H.R. 6042, 92d Congress, a bill to amend title 38 of the United States Code in order to make the same criteria for determining satisfactory pursuance of course work apply in the case of college level and noncollege level educational institutions.

The bill would amend section 1681 of chapter 34 and section 1731 of chapter 35 of title 38, United States Code, to remove the specific absence-counting and certification requirement provisions currently applicable to veterans, wives, widows, and children pursuing courses of training not leading to a standard college degree.

In conjunction with absence counting, current law provides that no allowance shall be paid on behalf of any person enrolled in a course which does not lead to a standard college degree for any day of absence in excess of 30 days in a 12-month period, not counting as absence weekends or legal holidays established by Federal or State law during which the institution is not regularly in session.

Based upon this present allowance, the veteran or eligible person may be absent 11½ percent of the time. This is not even considering the extra days off because of Federal or State holidays. There are now nine Federal holidays listed in section 6103 of title 5, United States Code.

We believe that allowance with pay for 11½ percent of the time in a year provides for a most reasonable amount of time away from school.

Certifications of attendance reports have been required under all three GI bills—World War II, Korean conflict, and the curent program. Under the World War II GI bill, quarterly certifications were submitted. It was felt that under the Korean GI bill tighter control would improve the program; therefore, monthly certifications were required. Under the World War II GI bill program, schools took advantage of the reporting procedures and failed to record absences, interruptions, or discontinuances of training. This resulted in a large number of overpayments.

Under the present system, veterans and eligible persons attending a course which does not lead to a standard college degree are required to sign the certification, as well as an official of the school. Thus, the student, as well as the school, shares the responsibility of accurate reporting.

In the Administration's omnibus "Veterans' Education and Training Amendments of 1971" we have included provisions which would provide for measurement of technical or trade courses offered by an institution which also offers college degree courses on a semester-hour rather than a clock-hour basis. We would also, in those cases, waive for those trade and technical courses the absence-counting and certification requirements applicable under current law. We believe that the high standards which these institutions are required to meet in connection with their college degree courses would assure the same high standards would be applied to the trade and technical courses. We would, therefore, waive the absence and certification requirements in these limited areas. In all other instances, however, we would recomment continuing the present absence and certification requirements.

It is estimated that enactment of H.R. 6042 would result in additional direct benefit costs the first half fiscal year of $800,000 and $6.1 million over the first 5 fiscal years.

For the foregoing reasons, we recommend against favorable action by your committee on H.R. 6042.

The views expressed in this report apply equally to H.R. 8604, a similar purpose 92d Congress bill which is also pending before your committee.

We are advised by the Office of Management and Budget that there is no objection to the presentation of this report from the standpoint of the administration's program.

Sincerely,

Donald E. Johnson, *Administrator.*

Veterans' Administration report on H.R. 11720
(Note report on H.R. 11534 dated November 29, 1971.)

VETERANS' ADMINISTRATION,
OFFICE OF THE ADMINISTRATOR OF VETERANS' AFFAIRS,
Washington, D.C., December 16, 1971.

Hon. OLIN E. TEAGUE,
Chairman, Committee on Veterans' Affairs, House of Representatives,
Washington, D.C.

DEAR MR. CHAIRMAN: This will respond to your request for a report by the Veterans' Administration on H.R. 11720, 92d Congress, a bill to amend title 38 of the United States Code to authorize the enrollment of eligible veterans in a course offered by an educational institution which has moved to another location, provided certain conditions are met.

This measure is identical to H.R. 11534, 92d Congress, a bill on which we submitted a report to your committee on November 29, 1971. The views expressed in that report are equally applicable to H.R. 11720.

We were advised by the Office of Management and Budget that there was no objection from the standpoint of the administration's program to the presentation of the report on H.R. 11534 to your committee.

Sincerely,

DONALD E. JOHNSON, *Administrator.*

Veterans' Administration report on H.R. 9824

VETERANS' ADMINISTRATION,
OFFICE OF THE ADMINISTRATOR OF VETERANS' AFFAIRS,
Washington, D.C., December 23, 1971.

Hon. OLIN E. TEAGUE,
Chairman, Committee on Veterans' Affairs, House of Representatives, Washington, D.C.

DEAR MR. CHAIRMAN: This will respond to your request for a report by the Veterans' Administration on H.R. 9824, 92d Congress, a bill to amend chapter 34 of title 38, United States Code, to provide additional educational benefits for veterans who have served in the Indochina theater of operations during the Vietnam era.

The proposal would add a new section 1683A to chapter 34 permitting payment of additional educational benefits to those veterans who served in the Indochina theater of operations during the Vietnam era.

The proposed new section provides for payments of up to $3,000 for an ordinary school year to veterans pursuing education or training under chapter 34 (with certain exceptions) to cover costs incurred by them for tuition, laboratory, and other fees and expenses, exclusive of board, lodging, and other living or travel expenses. The payments would not exceed those costs paid by other nonveterans attending the same institution and pursuing the same courses.

In addition to the tuition grant, the measure also provides for the payment of a subsistence allowance which is substantially in excess of (and is in lieu of) the educational assistance allowance presently being paid to eligible veterans.

Under the terms of the World War II GI bill (Public Law 346, 78th Cong.), tuition, fees, books, and other necessary expenses up to a maximum of $500 per ordinary school year were paid directly to the educational institution by the Veterans' Administration. This required contracting with such institutions for this service, a method found to be unsatisfactory and an area subject to much abuse. The findings of the House Select Committee to Investigate the Educational and Training Program Under GI Bill during 1950, showed that there were many inadequacies in the law which led to multiple problems. Included among the abuses was veteran enrollment aimed at financial gain rather than serious educational intent with exploitation of the veteran as well as the Government. It was also found that overcharges were made for supplies, books, and tools and in many instances the tools were being sold or pawned by the veteran.

In enacting the Korean conflict GI bill (Public Law 550, 82d Cong.), the Congress provided an educational benefit program designed to meet, in part, the expenses of the veteran's subsistence, tuition, fees, supplies, books, and equipment. This was premised on the select committee's investigation which indicated that this method of payment, made directly to the veteran, would achieve the desirable objective of giving the veteran a financial interest in his own training. The current GI bill (Public Law 89–358), which established a program of educational benefits for veterans who served on active duty in the Armed Forces after January 31, 1955, adopted the partial assistance approach which originated in the Korean bill.

The proposed new subsistence rate alone would, in the case of a Vietnam veteran who is attending school on a full-time basis and has four dependents, result in an increase of 86 percent above the total benefits now being paid to him. This increase does not include the tuition and other school cost benefits provided by the bill. When these large subsistence rates are coupled with the grant of tuition, up to $3,000, and other benefits, it is apparent that the overall increases awarded under the bill would be totally unwarranted.

It should also be pointed out that the proposed new section 1683A sets ceilings on the amount of combined wages and subsistence allowance an eligible veteran may receive. These ceilings, we believe, could have an adverse effect on the amount of subsistence which veterans pursuing on-the-job training, apprenticeship, or cooperative programs would receive. The assistance presently being paid under these programs is premised upon the payment of a salary by the employer. The proposal could result, in some cases, in reducing benefits to a veteran whose earnings plus subsistence would exceed the ceilings set forth in the bill.

In addition, since the veteran would have the total responsibility for reporting employment earnings to the Veterans' Administration, we believe that such a system would lead to many inequities, overpayments due to lack of timely reporting, and other abuses of the program. We do not feel that the occasion for inaccurate reporting, as was found to occur under the World War II GI bill, should be repeated. And this would impose a serious administrative burden on the Veterans' Administration in constantly adjusting subsistence benefit payments to veterans based upon such a reporting system.

Under the provisions of the bill relating to the definition of "eligible Vietnam veteran," the increased benefits would be provided those veterans discharged or released from active duty due to a service-connected disability. It can be presumed that many of these veterans, so injured, presently qualify for educational benefits under chapter 31 of title 38, United States Code. These benefits have traditionally been more liberal than those provided under chapter 34. The definition would also have the effect of granting to those veterans who qualify under this bill simply because of active duty in the Indochina theater of operations, benefits that veterans of other service could acquire only by having suffered a service-connected disability serious enough to require special rehabilitation assistance. Clearly this would be inequitable.

For Veterans' Administration purposes, the period of service rather than the area where the veteran served has long been the criterion in awarding benefits. Under the terms of this bill, veterans who have been designated to serve in a combat zone would be offered greater entitlement to benefits. That position would be contrary to the established congressional policy which provides nondiscriminatory treatment for all veterans serving during the same period.

In addition, since the measure fails to include certain offshore areas within the geographical limitations specified in the bill, there would be no provision for those Navy or Air Force personnel who were not stationed on the specified land areas, but were cruising or flying in the area. This would also be discriminatory.

The impressive growth in participation by Vietnam era veterans in GI bill training and education benefits suggests there is little need to revise the basic benefit structure as proposed by this bill. Since enactment in May 1966 the Vietnam era GI bill has provided education and training to 1.8 million Vietnam veterans, together with an additional 0.8 million veterans who left service after 1955. The participation rate has shot upward by any index. In the past 3 years, the participation rate of Vietnam era veterans, on a cumulative basis, has risen from 16 percent to 35.2 percent. There is evidence that men are entering training more quickly after discharge; the first year participation rate in this period has risen by 25 percent. The GI bill, moreover, has fitted the aspirations and talents not only of the college-bound individual but also of the man who wants technical training, who wants a job with built-in training opportunities, and the man who wants to finish high school and learn a trade. The enrollment of veterans in on-the-job training (OJT) has risen by 121 percent during fiscal years 1969–71, from 65,000 to 146,000.

What is needed now is to maintain this momentum of growth. This can best be done by preserving the basic structure of the post-Korean GI bill and by providing an increase in benefits to cover the rise in consumer prices since the last benefit adjustment in February 1970. The administration has designed an omnibus bill (H.R. 11954), now pending before your committee to meet this need. The omnibus bill provides for an 8.6-percent increase in GI bill allowances and other program adjustments to improve educational opportunities for veterans, war widows, and orphans.

If the measure should be given further consideration, there are a number of other defects in the bill which would require changes that could be developed through conferences between members of your committee's staff and representatives of the Veterans' Administration.

It is estimated that the direct benefit cost of H.R. 9824 would be $485.3 million the first year and $2,266.3 million over the first 5 years. A detailed cost analysis is enclosed as an attachment to this report.

In summary, because of the inequitable features of H.R. 9824, the lack of need for such a bill and its inconsistence with the national effort to contain inflation, we recommend against enactment of H.R. 9824. Instead, we recommend enactment of the administration's omnibus bill which is designed to meet the educational needs of all Vietnam era veterans in an equitable manner.

We are advised by the Office of Management and Budget that there is no objection to the presentation of this report from the standpoint of the administration's program.

Sincerely,

Donald E. Johnson, *Administrator.*

Cost Estimate—H.R. 9824, 92d Congress

It is estimated that the increase in direct benefits cost during the first year under H.R. 9824 would be $485.3 million and would total $2,266.3 million over the first 5 years. In arriving at this estimate, we have assumed that the proposal would become applicable before the beginning of the 1971–72 school year. This estimate is also premised on the number of potentially eligible veterans presently in training. A detailed breakdown by individuals and cost over the first 5-year period is as follows:

Fiscal year	Individuals	Cost (millions)
1st	457,000	$485.3
2d	487,000	536.7
3rd	462,000	528.2
4th	340,000	403.5
5th	253,000	312.6
5-year total		2,266.3

A detailed breakdown of direct benefits cost by type of training is set forth in attachment A.

If the higher benefits which would be made available by this proposal should induce additional veterans to enter training who otherwise would not have trained, the entire cost of training for such persons would be considered to be additional direct benefits cost attributable to this proposal. Such possible added cost is not susceptible of any meaningful estimate.

In estimating the cost of the bill, we have excluded all veterans of the Indochina theater of operations who are pursuing flight training, correspondence training, or training on less than a half-time basis. Also excluded are those veterans who did not have the requisite service in the Indochina theater of operations.

The ceiling limitations (subsection (f) of the proposed new section 1683A), for Indochina theater veterans, would limit full-time trainees to earnings of about $400–$500 per month, contingent upon the number of their dependents. The same monetary ceilings would be applicable to part-time trainees, so it would be possible for them to have higher earnings, to the extent that their subsistence allowance is lower. It is expected that about 500,000 trainees would be affected by the ceiling in the first year, and that approximately 130,000 trainees would be likely to have their educational assistance allowance reduced (in some cases canceled) by the ceiling. These estimates assume that onjob trainees and half-time school trainees are full-time workers and that an appreciable number of the three-quarter-time and full-time trainees are also full-time employed. The earnings estimated for these full-time employed trainees are based upon data developed for veterans age 20–24 from the Census Current Population Survey. For the purposes of comparing what the proposed bill would cost if the restrictions on combined earnings and allowances for trainees were not imposed, we have prepared a chart showing such costs (attachment B). Additional administrative costs attributable to the provision of the bill setting income ceilings might approximate $0.4 million the first year, accumulating to about $1.8 million over the first 5 years.

ATTACHMENT A

ESTIMATED INCREASE IN COST OF DIRECT BENEFITS AS PROPOSED IN H.R. 9824

[Dollars in millions]

Fiscal year	Total individuals	Direct benefits cost							
		Total all types training			IHL		BCL		OJT
		Grand total	Rate increase	Tuition	Rate increase	Tuition	Rate Increase	Tuition	Rate increase
1st	457,000	$485.3	$152.1	$333.2	$85.6	$290.6	$4.8	$42.6	$61.7
2d	487,000	536.7	169.6	367.1	88.4	318.2	5.6	48.9	75.6
3d	462,000	528.2	163.0	365.2	83.2	316.4	4.8	48.8	75.0
4th	340,000	403.5	120.6	282.9	60.7	243.0	3.8	39.9	56.1
5th	253,000	312.6	90.9	221.7	45.4	191.1	2.8	30.6	42.7
5-year total		2,266.3	696.2	1,570.1	363.3	1,359.3	21.8	210.8	311.1

ATTACHMENT B

ESTIMATED INCREASE IN COST OF DIRECT BENEFITS UNDER H.R. 9824 IF THE SUBSISTENCE WERE NOT TO BE REDUCED BY APPLICATION OF THE CEILING

[Dollars in millions]

Fiscal year	Total individuals	Direct benefits cost							
		Total all types training			IHL		BCL		OJT
		Grand total	Rate increase	Tuition	Rate increase	Tuition	Rate increase	Tuition	Rate increase
1st	457,000	$648.5	$315.3	$333.2	$176.0	$290.6	$23.7	$42.6	$115.6
2d	487,000	716.2	349.1	367.1	181.8	318.2	25.6	48.9	141.7
3d	462,000	701.1	335.9	365.2	171.2	316.4	24.1	48.8	140.6
4th	340,000	531.4	248.5	282.9	124.8	243.0	18.6	39.9	105.1
5th	253,000	408.7	187.0	221.7	93.4	191.1	13.6	30.6	80.0
5-year total		3,005.9	1,435.8	1,570.1	747.2	1,359.3	105.6	210.8	583.0

Veterans' Administration report on H.R. 9609 and H.R. 12052, identical bills, and H.R. 9627, H.R. 10043, H.R. 10044, H.R. 10224, H.R. 10432, H.R. 10603, and H.R. 10648, similar purpose bills

VETERANS' ADMINISTRATION,
OFFICE OF THE ADMINISTRATOR OF VETERANS' AFFAIRS,
Washington, D.C., December 29, 1971.

Hon. OLIN E. TEAGUE,
Chairman, Committee on Veterans' Affairs, House of Representatives, Washington, D.C.

DEAR MR. CHAIRMAN: This will respond to your request for a report by the Veterans' Administration on H.R. 9609 and H.R. 12052, identical 92d Congress bills to amend title 38, United States Code, to provide for the payment of tuition, subsistence, and educational assistance allowances on behalf of or to certain eligible veterans pursuing programs of education under chapter 34 of such title, and for other purposes.

Section 2 of the bill proposes to add a new section 1680 to chapter 34. Subsection (a) of the proposed new section provides for payment direct to educational or training institutions on behalf of an eligible veteran not on active duty for the customary cost of his tuition, laboratory, library, health, infirmary, or other similar fees and for expenses incurred for books, supplies, equipment, and other necessary expenses, exclusive of board, lodging, and other living or travel expenses which similarly circumstanced nonveterans enrolled in the same courses are required to pay. Subsection (b) of the new section limits this payment to a sum not in excess of $1,000 for an ordinary school year.

Under the terms of the World War II GI bill (Public Law 346, 78th Cong.), tuition, fees, books, and other necessary expenses up to a maximum of $500 per ordinary school year were paid directly to the educational institution by the Veterans' Administration. This required contracting with such institutions for this service, a method found to be unsatisfactory and an area subject to much abuse. The findings of the House Select Committee to Investigate the Educational and Training Program Under GI Bill during 1950 showed that there were many inadequacies in the law which led to multiple problems. Included among the abuses was veteran enrollment aimed at financial gain rather than serious educational intent with exploitation of the veteran as well as the Government. It was also found that overcharges were made for supplies, books, and tools and in many instances the tools were being sold or pawned by the veteran.

In enacting the Korean conflict GI bill (Public Law 550, 82d Cong.), the Congress provided an educational benefit program designed to meet, in part, the expenses of the veteran's subsistence, tuition, fees, supplies, books, and equipment. This was premised on the select committee's investigation which indicated that this method of payment, made directly to the veteran, would achieve the desira-

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ble objective of giving the veteran a financial interest in his own training. The current GI bill (Public Law 89-358), which established a program of educational benefits for veterans who served on active duty in the Armed Forces after January 31, 1955, adopted the partial assistance approach which originated in the Korean bill.

It is our view that enactment of the tuition payment, as proposed in the bill, would complete a cycle returning to the problems and abuses of the World War II GI bill. We believe this would again give rise to such abuses as falsification of veteran's progress and attendance records and collusion between school officials and veterans in falsely obtaining educational assistance payments.

Furthermore, increased educational assistance benefits related to rises in costs of living have already been proposed in the Veterans' education and training amendments of 1971 which was transmitted to the Congress on November 27, 1971.

Subsection (b) of the proposed new section 1680 also provides that where an educational or training institution has no customary cost of tuition, the Administrator of Veterans' Affairs would be authorized to set a fair and reasonable rate of payment for tuition, fees, or other charges for the course. We believe that this provision also offers an area of potential abuse. Based on past experience with the World War II GI bill program, we found that under this provision the schools would be able to include all costs, including some already subsidized in whole or in part by the Federal Government. An example would be teachers' salaries. These could be included in a school's submission to the Veterans' Administration for a determination of a fair and reasonable payment based on actual cost plus a reasonable profit.

In the educational program all other costs are governed by the amount charged to similarly circumstanced nonveterans for the same course. To allow a tuition payment where nonveterans in like training are not charged tuition would be a contradiction to a basic principle of the program. Some State laws prohibit charging tuition to resident students. This, therefore, would pose a difficult administrative problem in setting a fair and reasonable rate for tuition, fees, or other charges for the course as required by this portion of the bill.

Subsection (c) of the proposed new section requires educational or training institutions which have received tuition assistance payments on the veteran's behalf to refund a pro rata amount of the tuition when the veteran fails to complete his program of education. This refund is without regard to the established refund policy of the school. In institutions of higher learning, the normal maximum period for refunds extends only 8 to 10 weeks after the start of the course. This is another reason schools would have for abusing the initial tuition and fee statement so as to cover the times when the tuition would have to be refunded past the normal period. This pro rata policy would, in addition, further separate the treatment of the veteran student from that of the nonveteran by requiring different refund policies.

This subsection also fails to designate to whom the refund is to be paid. We believe it is proper that the refund of tuition should be made to the Veterans' Administration, not to the veteran.

Subsections (d), (e), and (f) of the proposed new section provide for the payment of a subsistence allowance to those veterans eligible for the tuition assistance. The allowance payable to these veterans, while termed a subsistence allowance, would, with two minor exceptions, be at the same rate as the educational assistance allowance currently being paid to these veterans. Veterans not eligible for the tuition allowance would be those who are training on less than half-time, while on active duty, pursuing flight or correspondence course training, or pursuing apprenticeship or other onjob programs. These veterans, under the provisions of section 3 of the bill, would continue to be paid the same rate of educational assistance allowance that they are presently being paid. We believe that it would be discriminatory to award veterans under some programs payment of tuition and other costs either in whole or in part and not to give other veterans similar treatment because of their choice of training.

Sections 4 through 16 of the bill are either restatements of existing law or are clarifications of present law to make the current law consistent with the new tuition-subsistence payment provisions provided in H.R. 9609.

We wish to point out that all post-Korean conflict veterans who have a service-connected injury evaluated at 30 percent or more disabling, or if less than 30 percent disabling and have a pronounced handicap, and are found in need of vocational rehabilitation on account of such disability, may pursue training under chapter 31. Educational benefits provided under that chapter have been more liberal than those provided under chapter 34. For example, a maximum of 48 months of training is provided under chapter 31. Charges for tuition, fees, and supplies are paid directly to the school by the Veterans' Administration and, in addition, subsistence allowances and disability compensation benefits are paid to the veteran. Under H.R. 9609 benefits for chapter 34 beneficiaries would rise relative to those provided for the disabled veteran under chapter 31. It appears to us that the bill would thus equate the benefits of the two programs and thereby depart from the concept of additional benefits for those veterans who suffered service-connected disabilities.

It is estimated that enactment of the bill would result in added direct benefit costs of $615 million the first year and $2,935.8 million over the first 5 years. A detailed breakdown showing numbers of individuals affected and total cost for each of the next 5 years is as follows:

	Individuals eligible for tuition payments	Direct benefits cost (in millions)
Fiscal year:		
1st	953,000	$615.0
2d	952,000	639.7
3d	905,000	630.4
4th	743,000	530.3
5th	709,000	520.4
5 year total		2,935.8

In making this estimate, we have assumed a 9-month school year for both college and below college level trainees. We have also excluded all persons on active duty and all veterans pursuing onjob, flight, and correspondence training programs, as well as those individuals training on less than a half-time basis.

Administrative cost due to the direct payments to the institutions would approximate $7.8 million the first year and decline to $5.9 million by the fifth year.

The estimates of direct benefits and administrative cost cited above are based upon the number of veterans already expected to be in training. If the higher benefits which would be made available by this proposal should induce additional veterans to enter training who otherwise would not have trained, the entire cost of training for such persons might be considered to be additional direct benefits cost attributable to this proposal. Such possible added cost is not susceptible of any meaningful estimate.

The views expressed in this report apply equally to H.R. 9627, H.R. 10043, H.R. 10044, H.R. 10224, H.R. 10432, H.R. 10603, and H.R. 10648, similar purpose bills, which are also pending before your committee. These measures are identical to H.R. 9609 and H.R. 12052 with the exception of section 12. In H.R. 9627 and the other related measures, section 12 contains a provision repealing the limitation, currently set forth in section 1691(b) of title 38, barring enrollment in adult evening secondary school courses in excess of half-time training.

On November 29, 1971, we submitted a report to your committee in opposition to H.R. 9894, a bill which would accomplish the same purpose as section 12 of H.R. 9627 and the other cited bills. The views which we expressed in that report concerning the termination of the evening adult secondary limitation are equally applicable to section 12 of these measures. Further, the cost estimate submitted on H.R. 9894 would be in addition to the cost estimate on H.R. 9609 set forth earlier in this report.

For the reasons set forth in this report and in our report on H.R. 9894, we recommend against favorable consideration by your committee of H.R. 9609 or H.R. 9627 or of any of the other measures included in this report.

We are advised by the Office of Management and Budget that there is no objection to the presentation of this report from the standpoint of the administration's program.

Sincerely,

DONALD E. JOHNSON, *Administrator.*

Veterans' Administration report on H.R. 413

VETERANS' ADMINISTRATION,
OFFICE OF THE ADMINISTRATOR OF VETERANS' AFFAIRS,
Washington, D.C., January 31, 1972.

Olin E. TEAGUE,
Chairman, Committee on Veterans' Affairs,
House of Representatives, Washington, D.C.

DEAR MR. CHAIRMAN: This will respond to your request for a report by the Veterans' Administration on H.R. 413, 92d Congress, a bill to amend title 38 of the United States Code to provide, in certain instances, up to 18 months of additional educational assistance for graduate or professional study.

The bill would amend section 1661 of title 38, United States Code, to provide a veteran with up to 18 months of additional educational entitlement provided he has received educational assistance for a maximum of 36 months (or 48 months if he is eligible under two or more VA programs), has satisfactorily completed at least 1 year of graduate or professional study, and uses such entitlement for pursuing graduate or professional study on a full-time basis.

The bill would also amend section 1662 of title 38 to extend the current 8-year delimiting date for utilizing educational assistance to 10 years where this additional entitlement is utilized, and would amend section 1791 to exclude any additional months of entitlement granted by this proposal in determining the maximum period of entitlement under two or more programs.

Historically, a statutory limit has been set on the maximum number of months of entitlement available under each of the GI bill programs. The World War II GI bill (Public Law 346, 78th Cong.), provided a maximum of 48 months of benefits. This meant that a veteran, under that program, could receive the equivalent of 5⅓ ordinary school years of training of 9 months each. In enacting the Korean conflict GI bill (Public Law 550, 82d Cong.), Congress limited the maximum amount of entitlement to 36 months, which would cover 4 ordinary school years of 9 months each—sufficient in most instances to permit a veteran to attain a standard college degree. Current law, which was modeled after the Korean program, is consistent in allowing 36 months of entitlement (48 months if the veteran is eligible under more than one VA program). The educational entitlement which a veteran earns may be used by him in pursuing college-level (including graduate and post-graduate), below-college-level, on-job, flight, farm cooperative, or correspondence training.

In each of the GI bill programs, the statutory limitation on the maximum number of months of entitlement has applied uniformly to all eligible persons without regard to the kind of courses the veterans were pursuing. The subject bill would depart from this by providing additional entitlement for a select group of veterans who already have received the maximum amount of assistance to which they are entitled. Assisting such a select group in attaining graduate-level or professional degrees is a worthy area of concern. We, nevertheless, feel that the extension of preferential treatment to this category of veterans would be discriminatory as to those other veterans who have received maximum entitlement and wish to pursue further training on other than a full-time institutional graduate level basis; to those who are in graduate school, but were not eligible for the full 36 months of entitlement; and to those who have utilized their 36 months of entitlement; but have not completed the requisite year of graduate study.

Further, it would grant added entitlement to those who have already received the maximum months of assistance while doing nothing for those veterans who qualify for less than the standard maximum months of entitlement. Further, it would imply that veterans enrolled in graduate schools are more important and more deserving of assistance than those veterans who are enrolled in other types of training.

It is estimated that enactment of this proposal would result in added direct benefits cost of $18.6 million the first fiscal year and a total of $210.9 million over the first 5 fiscal years. A detailed breakdown of individuals affected and direct benefits cost for each of the next 5 fiscal years is as follows:

[Dollars in millions]

Fiscal year	Individuals	Direct benefits cost
1972 (½ year)	25,000	$18.6
1973	25,000	37.3
1974	27,000	40.2
1975	34,000	50.7
1976	43,000	64.1
5-year total		210.9

In making this estimate, we have made the following assumptions:

(*a*) Veterans who have completed as much as 18 months of active duty in the Armed Forces would be entitled to the full 18 months of additional entitlement and a 10-year delimiting period if they meet the other required conditions concerning graduate or professional study;

(*b*) Only full-time college students would use this benefit;

(*c*) Veterans who had completed 1 or more years of college prior to entering training under the GI bill would be entitled to continuous benefit coverage while pursuing their graduate or professional studies, whereas those who enter as first year college students must carry their own expenses during the first year of graduate or professional studies before they become eligible for additional entitlement under this proposal;

(*d*) Additional cost estimated under this proposal is based upon veterans who would enter college level training under existing provisions of the GI bill, except that these trainees would continue to receive benefits for a longer period of time under this proposal; and (*e*) For veterans entering training in the first year of college, half of them will complete 4 years of college in 4 years, and of this latter group, 45 percent will enter graduate school.

For the foregoing reasons, we recommend against favorable consideration of H.R. 413 by your committee.

We are advised by the Office of Management and Budget that there is no objection to the presentation of this report from the standpoint of the administration's program.

Sincerely,

DONALD E. JOHNSON, *Administrator.*

Veterans' Administration report on H.R. 7659

VETERANS' ADMINISTRATION,
OFFICE OF THE ADMINISTRATOR OF VETERANS' AFFAIRS,
Washington, D.C., January 31, 1972.

Hon. OLIN E. TEAGUE,
Chairman, Committee on Veterans' Affairs,
House of Representatives, Washington, D.C.

DEAR MR. CHAIRMAN: This will respond to your request for a report by the Veterans' Administration on H.R. 7659, 92d Congress, a bill to extend the maximum educational benefits for veterans to 54 months.

The bill would amend section 1661(c) of title 38, United States Code, to increase from 36 months to 54 months the maximum educational benefits for veterans. This expansion of the benefit would be limited to those eligible veterans discharged or released from active duty after the date of enactment.

The underlying purpose of all educational assistance programs—World War II, Korean conflict and the current law—has been to help veterans make an early adjustment from military to civilian life by affording them monetary aid to obtain an educational status they might normally have aspired to and obtained had they not served their country in time of national emergency. It was not contemplated that this assistance was to be a continuing benefit.

The Veterans Readjustment Benefits Act of 1966 (Public Law 89–358) provided a maximum of 36 months of educational benefits to eligible veterans who had served more than 180 days on active duty, any part of which was after January 31, 1955. Entitlement was earned at the rate of one month of benefits for each month or fraction of active duty served after that date. A subsequent enactment amended the law to provide that entitlement would be premised on one and one-half months of benefit for each month or fraction thereof served after January 31, 1955. As further amended, the current law authorizes 36 months of entitlement for those veterans who served for 18 months or more; permits veterans who have not received a high school diploma or its equivalent or who need deficiency, refresher or remedial training before entering college to obtain such training without charge to their entitlement; and allows up to 48 months of entitlement where the veteran is eligible under more than one VA educational program.

The program has permitted thousands of veterans to successfully attain their educational pursuits. The assistance now afforded allows an eligible veteran to attend four years of college, based on acutal semester attendance of about 9 months for each year. Alternatively, he may attend a below college level institution or training establishment for 3 full years. We believe that 36 months of entitlement to pursue education or training is reasonable and equitable.

Concerning costs, as noted earlier in this report, the measure would apply only to those individuals discharged after the date of its enactment. This means that no additional cost would be incurred until fiscal year 1975. Any additional cost for fiscal year 1975 would, in turn, be limited to persons who began training after enactment of the proposal in fiscal year 1972 and trained on a full-time basis without interruption. It is likely that only a relatively few apprentice trainees would be in this group. In fiscal year 1976, a few graduate or professional students might qualify for benefits. In fiscal year 1977 and 1978, on the other hand, the number of persons benefiting under this proposal would increase rapidly, perhaps reaching 65,000 participants at a cost of $78.4 million in fiscal year 1978.

The direct benefits cost of H.R. 7659 for the first 5 years, assuming enactment in fiscal year 1972, would be as follows:

[Dollars in millions]

Fiscal year	Individuals	Direct benefits cost
1972		
1973		
1974		
1975	2,000	$0.5
1976	18,000	15.8
5-year total		16.3

For the foregoing reasons, we recommend against favorable consideration of H.R. 7659 by your committee.

We are advised by the Office of Management and Budget that there is no objection to the presentation of this report from the standpoint of the administration's program.

Sincerely,

FRED B. RHODES,
Deputy Administrator
(For and in the absence of
Donald E. Johnson Administrator).

Veterans' Administration report on H.R. 10504

VETERANS' ADMINISTRATION,
OFFICE OF THE ADMINISTRATOR OF VETERANS' AFFAIRS,
Washington, D.C., January 31, 1972.

Hon. OLIN E. TEAGUE,
Chairman, Committee on Veterans' Affairs, House of Representatives, Washington, D.C.

DEAR MR. CHAIRMAN: This will respond to your request for a report by the Veterans' Administration on H.R. 10504, 92d Congress, a bill to amend title 38, United States Code, to provide for the payment of tuition, subsistence, and educational assistance allowances on behalf of or to certain eligible veterans pursuing programs of education under chapter 34 of such title; to apply automatic cost of living increases to subsistence allowances; and for other purposes.

Section 2 of the bill proposes to add a new section 1680 to chapter 34. Subsection (a) of the proposed new section provides for payment direct to educational or training institutions on behalf of an eligible veteran not on active duty for the customary cost of his tuition, laboratory, library, health, infirmary, or other similar fees and for expenses incurred for books, supplies, equipment, and other necessary expenses, exclusive of board, lodging, and other living or travel expenses which similarly circumstanced nonveterans enrolled in the same courses are required to pay. (It should be noted that the printed version of the bill includes board, lodging, and so forth, as expenses which would be paid, but we have been informed by the author of the bill that this was a printer's error and it was his intent that they be excluded.) Subsection (b) of the new section limits the payment, with one exception, to a sum not in excess of $1,000 for an ordinary school year.

Under the terms of the World War II GI bill (Public Law 346, 78th Cong.), tuition, fees, books, and other necessary expenses up to a maximum of $500 per ordinary school year were paid directly to the educational institution by the Veterans' Administration. This required contracting with such institutions for this service, a method found to be unsatisfactory and an area subject to much abuse. The findings of the House Select Committee To Investigate the Educational and Training Program Under GI bill during 1950 showed that there were many inadequacies in the law which led to multiple problems. Included among the abuses was veteran enrollment aimed at financial gain rather than serious educational intent with exploitation of the veteran as well as the Government. It was also found that overcharges were made for supplies, books and tools and in many instances the tools were being sold or pawned by the veteran.

In enacting the Korean conflict GI bill (Public Law 550, 82d Cong.), the Congress provided an educational benefit program designed to meet, in part, the expenses of the veteran's subsistence, tuition, fees, supplies, books, and equipment. This was premised on the select committee's investigation which indicated that this method of payment, made directly to the veteran, would achieve the desirable objective of giving the veteran a financial interest in his own training. The current GI bill (Public Law 89–358), which established a program of educational benefits for veterans who served on active duty in the Armed Forces after January 31, 1955, adopted the partial assistance approach which originated in the Korean bill.

It is our view that enactment of the tuition payment, as proposed in the bill, would complete a cycle returning to the problems and abuses of the World War II GI bill. We believe this would again give rise to such abuses as falsification of veterans' progress and attendance records and collusion between school officials and veterans in falsely obtaining educational assistance payments.

Furthermore, increased educational assistance benefits related to rises in costs of living have already been proposed in the "Veterans' Education and Training Amendments of 1971" which was transmitted to the Congress on November 27, 1971.

Subsection (b) of the proposed new section 1680 also provides that where an educational or training institution has no customary cost of tuition, the Administrator of Veterans' Affairs would be authorized to set a fair and reasonable rate of payment for tuition, fees, or other charges for the course. We believe that this provision also offers an area of potential abuse. Based on past experience with the World War II GI bill program, we found that under this provision the schools would be able to include all costs, including some already subsidized in whole or in part by the Federal Government. An example would be teachers' salaries. These could be included in a school's submission to the Veterans' Administration for a determination of a fair and reasonable payment based on actual cost plus a reasonable profit.

In the educational program all other costs are governed by the amount charged to similarly circumstanced nonveterans for the same course. To allow a tuition payment where nonveterans in like training are not charged tuition would be a contradiction to a basic principle of the program. Some State laws prohibit charging tuition to resident students. This, therefore, would pose a difficult administrative problem in setting a fair and reasonable rate for "tuition, fees, or other charges for the course" as required by this portion of the bill.

Subsection (c) of the proposed new section requires educational or training institutions which have received tuition assistance payments on the veterans' behalf to refund a pro rata amount of the tuittion when the veteran fails to complete his program of education. This refund is without regard to the established refund policy of the school. In institutions of higher learning, the normal maximum period for refunds extends only 8 to 10 weeks after the start of the course. This proposed change would require refunds on a pro rata basis without limitation as to the extent of course completion attained prior to termination. Thus, if a veteran completed 80 percent of his enrollment period, a refund to reflect the remaining 20 percent would have to be made to him.

This subsection fails to designate to whom the refund is to be paid. We believe it is proper that the refund of tuition should be made to the Veterans' Administration, not to the veteran.

Subsections (d), (e) and (f) of the proposed new section provide for the payment of a subsistence allowance to those veterans eligible for the tuition assistance. The allowance payable to these veterans, while termed a subsistence allowance, would, with two minor exceptions, be at the same rate as the educational assistance allowance currently being paid to these veterans. Veterans not eligible for the tuition allowance would be those who are training on less than half-time, while on active duty, pursuing flight or correspondence course training, or pursuing apprenticeship or other on-job programs. These veterans, under the provisions of section 3 of the bill, would continue to be paid the same rate of educational assistance allowance that they are presently being paid. We believe that it would be discriminatory to award veterans under some programs payment of tuition and other costs either in whole or in part and not to give other veterans similar treatment because of their choice of training.

Subsection (g) of the proposed new section would require that the Administrator determine as soon as possible after the beginning of each calendar quarter after 1971 the extent by which the price index in the preceding calendar quarter was higher than the price index in the applicable base period. If he determines that the price index has risen by three percent or more, the amount of each subsistence payment otherwise payable under chapter 34 would be increased by the same percentage, adjusted to the nearest one-tenth of 1 percent, effective with respect to benefits for months after the quarter in which the determination is made. If a veteran becomes entitled to a subsistence payment in or after the month in which a cost-of-living increase is required, the amount of subisstence allowance payable shall be determined by adding all the applicable retroactive cost-of-living increases to the amount of the subsistence payment which would be payable.

This proposal would associate benefit rates with the percentage change in the cost of living. The effects of the precedent which would be set by subsection (g) require extremely careful study and consideration if the Congress is to preserve equitable relationships of the various VA benefits.

Historically, the Congress has periodically acted to adjust rates of VA benefits, such as compensation, pension, and GI bill allowances, to cope with rising prices. While the GI bill allowance was intended by Congress to cover only part of the veteran's school costs, there have been three upward adjustments of allowances, cumulatively increasing the basic individual benefits by 75 percent, since the current GI bill first was enacted in 1966. We recognize, moreover, that it is time for another adjustment of 8.6 percent to cover price increases since the last adjustment of February 1970. The administration's proposal to accomplish this increase in allowances, together with other program improvements, is incorporated in the "Veterans' Education and Training Amendments of 1971" (H.R. 11954), now pending before your committee, We believe this record of action by the Congress and the President is eminently reasonable and precludes any necessity for the automatic adjustment proposed in subsection (g).

Sections 4 through 16 of the bill (with the exception of sec. 12 which is discussed later in this report) are either restatements of existing law or are clarifications of present law to make the current law consistent with the new tuition-subsistence payment provisions provided in H.R. 10504.

We wish to point out that all post-Korean conflict veterans who have a service-connected injury evaluated at 30 percent or more disabling, or if less than 30 percent disabling and have a pronounced handicap, and are found in need of vocational rehabilitation on account of such disability, may pursue training under chapter 31. Education benefits provided under that chapter have been more liberal than those provided under chapter 34. For example, a maximum of 48 months of training is provided under chapter 31. Charges for tuition, fees, and supplies are paid directly to the school by the Veterans' Administration and, in addition, subsistence allowances and disability compensation benefits are paid to the veteran. Under H.R. 10504, benefits for chapter 34 beneficiaries would rise relative to those provided for the disabled veteran under chapter 31. It appears to us that the bill would thus equate the benefits of the two programs and thereby depart from the concept of additional benefits for those veterans who suffered service-connected disabilities.

Section 12 of the bill, mentioned earlier, contains a provision repealing the limitation, currently set forth in section 1691(b) of title 38, barring enrollment in adult evening secondary school courses in excess of half-time training. On November 29, 1971, we submitted a report to your committee in opposition to H.R. 9894, a bill which would accomplish the same purpose as section 12 of H.R. 10504. The views which we expressed in that report concerning the termination of the evening adult secondary limitation are equally applicable to section 12 of this measure.

It is estimated that enactment of the bill would result in added direct benefits cost of $809.7 million the first fiscal year and a total of $4,042 million over the first 5 fiscal years. A detailed breakdown showing numbers of individuals affected and total cost for each of the next 5 fiscal years is as follows:

Fiscal year	Number of individuals	Direct benefits cost (in millions)[1]		
		Tuition and fees	Rate increase	Total
1st[2] (3/4 year)	953,000	$656.0	$153.7	$809.7
2d	952,000	694.3	206.2	900.5
3d	905,000	682.3	197.1	879.4
4th	743,000	572.9	162.3	735.2
5th	709,000	561.1	156.1	717.2
5-fiscal-year total				4,042.0

[1] Excludes additional cost which might occur because of proposed cost-of-living increases in educational assistance allowance.

[2] Full fiscal year applies to individuals and 3/4 fiscal year applies to cost.

In making these estimates of direct benefits costs, we have assumed that the increase would be effective the second quarter of fiscal year 1972; that the tuition and fees allowance would be paid by the Veterans' Administration to educational institutions; and that veterans electing excess tuition at a charge of 1 month's entitlement for each

$111 would be trainees in private schools or out-of-State students in public schools (subsec. (b)(2) of the proposed new sec. 1680).

Administrative cost due to the direct payments to the institutions is estimated at $8 million the first year, declining to $6 million by the fifth year.

We are not in a position to predict cost-of-living increases and therefore would not know when such increases might occur, nor would we know the exact percentile rate of increase. As a guideline, the estimated cost for a 3 percentile increase, occurring after the proposed rate increases went into effect, would approximate $5.15 million per 100,000 trainees. Subsequent cost of living rate increases would, of course, be compounded.

The estimates of direct benefits and administrative cost cited above are based upon the number of veterans already expected to be in training. If the higher benefits which would be made available by this proposal should induce additional veterans to enter training who otherwise would not have trained, the entire cost of training for such persons might be considered to be additional direct benefits cost attributable to this proposal. Such possible added cost is not susceptible of any meaningful estimate.

For the foregoing reasons, we recommend against favorable action by your committee on H.R. 10504.

We are advised by the Office of Management and Budget that there is no objection to the presentation of this report from the standpoint of the administration's program.

Sincerely,

Fred B. Rhodes,
Deputy Administrator
(For and in the absence of
Donald E. Johnson, Administrator).

Veterans' Administration report on H.R. 9968

VETERANS' ADMINISTRATION,
OFFICE OF THE ADMINISTRATOR OF VETERANS' AFFAIRS,
Washington, D.C., January 31, 1972.

Hon. OLIN E. TEAGUE,
Chairman, Committee on Veterans' Affairs,
House of Representatives, Washington, D.C.

DEAR MR. CHAIRMAN: This will respond to your request for a report by the Veterans' Administration on H.R. 9968, 92d Congress, a bill to amend title 38, United States Code, to establish a 10-year delimiting period for educational benefits thereunder in the case of Vietnam era veterans.

The underlying purpose of all educational assistance programs—World War II, Korean conflict and the current law—has been to help veterans adjust from military to civilian life by affording them monetary aid to obtain an educational status they might normally have aspired to and obtained had they not served their country in time of national emergency. It was not contemplated that this assistance was to be a continuing benefit.

Under the World War II GI bill (Public Law 346, 78th Cong.), a veteran had 4 years from the date of his separation from the service in which to start his program of education and, once started, he was allowed a period of 9 years, or until July 25, 1956, whichever was later, in which to use his period of entitlement. The Korean conflict GI bill (Public Law 550, 82d Cong.), granted a veteran a period of 3 years following his separation from service in which to commence his program of education or training and 8 years from January 31, 1955, or the date of his discharge or release, whichever was later, in which to complete his program of education or training. No assistance could be granted such veterans beyond January 31, 1965.

Under the Veterans' Readjustment Act of 1966 (Public Law 89–358), veterans who were discharged subsequent to January 31, 1955, have 8 years from June 1, 1966 (date of enactment of current law), or 8 years from the date of their discharge or release from active service, whichever is later, in which to complete their program of education. In the case of veterans pursuing programs of flight training, farm cooperative training, or apprenticeship or on-job training, the eligibility, premised upon the provisions of Public Law 90–77, is 8 years from the date of last separation from service after January 31, 1955, or August 31, 1975, whichever is later, to complete such programs. No time limitation as to when the veteran must commence his training was enacted in the current law, presumably because of the difficulty in administering such a provision, the changes in educational facilities, and the number of students in attendance.

The World War II program set a delimiting date of 9 years. The Korean conflict program, on the other hand, set an 8-year limitation. The current program, which is patterned to a large extent on the successful Korean program, also contains an 8-year limitation. It seems evident that the Congress considered a time limitation to be desirable.

We believe that extending the period to 10 years, as is proposed in H.R. 9968, exceeds the period reasonably necessary for an educational program to assist in readjustment to civilian life, and that the current 8-year provision is entirely adequate. Under the 8-year limitation, for example, a veteran, with a maximum entitlement of 36 months, need attend only 4 to 5 months of full-time instruction a year, or a comparable amount of part-time training, to make full use of his entitlement. To extend the limitation to 10 years would permit a reduction of such attendance to 3 to 4 months a year. We believe that with our ever changing positions in engineering and other scientific fields, as well as changes in approaches to the arts, a cohesiveness in education is necessary and that training should not be drawn out over an excessive period of time.

There has been an impressive growth in participation by Vietnam veterans in GI bill training and education benefits. Since enactment in May 1966, the Vietnam era GI bill has provided education and training to 1.8 million Vietnam veterans, together with an additional 0.8 million veterans who left service after 1955. The participation rate has shot upward by any index. In the past 3 years, the participation rate of Vietnam era veterans, on a cumulative basis, has risen from 16 percent to 35.2 percent. There is also strong evidence that men are entering training more quickly after discharge; the first year participation rate in this period has risen by 25 percent. This would indicate less need for an extension of the delimiting date because of the accelerated rate of entitlement use.

We note that the measure proposes to extend the increased delimitation period only for Vietnam era veterans. Section 101(29) of title 38, United States Code, defines the Vietnam era as the period beginning August 5, 1964, and ending on such date as shall thereafter be determined by Presidential proclamation or concurrent resolution of the Congress. It would appear that limiting it to only these veterans would discriminate against those other veterans who are eligible for educational benefits based upon service during the period from January 31, 1955, to August 4, 1964.

Since all post-Korean veterans are eligible to train until June 1, 1974, there would be no cost in the first 3 fiscal years should H.R. 9968 be enacted. It is estimated that in the fourth fiscal year, if the measure were limited to Vietnam era veterans, as proposed by the bill, the cost would be $44.1 million and, if extended to all veterans, the cost for that year would be $117.2 million. In the fifth fiscal year the estimated cost would be $67.7 million for Vietnam veterans and $140.8 million for all eligible chapter 34 veterans. Thus, the 5-year estimated cost would be $111.8 million for Vietnam veterans and $258 million for all chapter 34 eligibles. After the fifth fiscal year, those still eligible to train under this proposal would only be from the Vietnam era and estimated costs for the following 5 fiscal years would amount to $295.6 million, ranging from $67.7 million to $50.5 million per year. A table showing a breakdown for the first 5 fiscal years, by individuals (both Vietnam era and all ch. 34 eligibles) and by direct benefits cost, follows:

AS PROPOSED

[Dollars in millions]

Fiscal year	Individuals	Direct benefits cost
1st	0	$0
2d	0	0
3d	0	0
4th	41,000	$44.1
5th	63,000	67.7
5-year total		111.8
If all ch. 34 eligibles are included:		
1st	0	0
2d	0	0
3d	0	0
4th	109,000	117.2
5th	131,000	140.8
5-year total		258.0

It should be pointed out that in making these estimates we have assumed that of those veterans who will have entered training within the present 8-year limit, one in 20 will train each year during the 2 additional years. For those veterans who will not have entered training during their first 8 years after discharge, we assume that 1 percent will train each year.

For the foregoing reasons, we recommend against favorable consideration by your committee of H.R. 9968.

We are advised by the Office of Management and Budget that there is no objection to the presentation of this report from the standpoint of the administration's program.

Sincerely,

Fred B. Rhodes,
Deputy Administrator
(For and in the absence of
Donald E. Johnson, Administrator).

Mr. **Helstocki.** Without objection, the portions of a publication which lists numerous institutions of higher education, with enrollment, by sex, the type of institution, that is, whether public or private, and the 1971–1972 fixed costs tuition fees, and room and board, estimated total cost, will be included at this point in the record.

(The portions of the publication described follow:)

Abbreviations used in the college list:

R&B—room and board
‡—1970-1971 figures
(1971-1972 not available)
Pu—public institution
Pr—private institution
C—coeducational
W—women only

M—men only
Co—coordinate (separate affiliated college)
avail.—available
est.—estimate
qtrs.—quarters
sems.—semesters

NAME OF INSTITUTION	LOCATION	UNDERGRADUATE ENROLLMENT				1971-1972 FIXED COSTS				COMMENTS
		Type	Men	Women	Total	Tuition	Fees	R & B	Total	
A										
Abilene Christian Col.	Abilene, Tex.	PrC	1700	1500	3200	$1200	$100	$ 840	$2140	
Academy of the New Church	Bryn Athyn, Pa.	PrC	50	60	110	570	130	870	1570	
Adams State Col.	Alamosa, Col.	PuC	1400	1300	2700	—384—		800	1184	Out of state +$450
Adelphi Univ.	Garden City, N. Y.	PrC	1400	1800	3200	2160	280	1275	3715	
Adrian Col.	Adrian, Mich.	PrC	760	770	1530	1770	48	974	2792	
Agnes Scott Col.	Decatur, Ga.	PrW	……	700	700	2000	50	1100	3150	
Akron, Univ. of	Akron, O.	PuC	10,100	5700	15,800	480	120	1050	1650	Out of state +$600
Alabama, Univ. of	University, Ala.	PuC	8500	5000	13,500	510	……	840	1350	Out of state +$510
Huntsville	Huntsville, Ala.	PuC	800	500	1300	525	……	1000*	1525	Out of state +$525. 4 qtrs. avail. *No housing; off-campus est.
Alabama State Univ.	Montgomery, Ala.	PuC	1150	1650	2800	—330—		685	1015	Out of state +$270. 4 qtrs. avail.
Alaska, Univ. of‡	College, Alas.	PuC	1000	600	1600	……	288	1163	1451	Out of state +$300
Alaska Methodist Univ.	Anchorage, Alas.	PrC	250	230	480	1500	100	1400	3000	
Albany State Col.	Albany, Ga.	PuC	800	1400	2200	—390—		774	1164	Out of state +$405. 4 qtrs. avail.
Albertus Magnus Col.	New Haven, Conn.	PrW	……	550	550	1700	……	1300	3000	
Albion Col.	Albion, Mich.	PrC	920	920	1840	2020	31	1180	3231	
Albright Col.	Reading, Pa.	PrC	700	600	1300	2100	……	980	3080	
Albuquerque, Univ. of	Albuquerque, N. M.	PrC	700	500	1200	1080	60	1000	2140	3 sems. avail.
Alcorn Agr. & Mech. Col.	Lorman, Miss.	PuC	1100	1400	2500	—600—		360	960	Out of state +$600. Acceleration avail.
Alderson-Broaddus Col.	Philippi, W. Va.	PrC	600	600	1200	1400	142	918	2460	4 qtrs. avail.
Alfred Univ.	Alfred, N. Y.	PrC	1350	660	2010	2500	30	1300	3830	
N. Y. State Col. of Ceram.					See:	New York, State Univ. of				
Allegheny Col.	Meadville, Pa.	PrC	1030	720	1750	2210	18	1105	3333	
Allen Univ.	Columbia, S. C.	PrC	350	400	750	650	380	750	1780	
Alliance Col.	Cambridge Springs, Pa.	PrC	440	160	600	1300	90	950	2340	
Alma Col.	Alma, Mich.	PrC	650	650	1300	1789	38	1075	2902	3 sems. avail.
Alma White Col.‡	Zarephath, N. J.	PrC	120	40	160	860	72	500	1432	
Alvernia Col.	Reading, Pa.	PrW	……	300	300	1100	201	1100	2401	
Alverno Col.	Milwaukee, Wis.	PrW	……	800	800	1200	……	900	2100	
American International Col.	Springfield, Mass.	PrC	1180	720	1900	1560	193	1044	2797	
American Univ., The‡	Washington, D. C.	PrC	2480	2470	4950	2160	64	1000	3224	
Amherst Col.	Amherst, Mass.	PrC	1200	30	1230	……	……	……	4000	
Anchorage Community Col.	Anchorage, Alas.	PuC	510	310	820	200	……	……	200	Out of state +$300. 3 sems. avail. No housing
Anderson Col.	Anderson, Ind.	PrC	900	840	1740	1440	140	800	2380	
Andrews Univ.	Berrien Springs, Mich.	PrC	780	720	1500	1644	21	978	2643	4 qtrs. avail.
Angelo State Col.	San Angelo, Tex.	PuC	2280	1600	3880	100	130	920	1150	Out of state +$300. Acceleration avail.
Anna Maria Col.	Paxton, Mass.	PrW	……	620	620	1400	10	1100	2510	
Annhurst Col.	Woodstock, Conn.	PrW	……	480	480	1400	100	1100	2600	
Antioch Col.	Yellow Springs, O.	PrC	1250	920	2170	2900	220	842	3962	Work-study program
Appalachian State Univ.	Boone, N. C.	PuC	3000	3200	6200	434	……	732	1166	Out of state +$750. 4 qtrs. avail.
Aquinas Col.‡	Grand Rapids, Mich.	PrC	550	600	1150	1390	……	930	2320	
Arizona, Univ. of	Tucson, Ariz.	PuC	12,300	8400	20,700	……	339	800	1139	Out of state +$890
Arizona State Univ.	Tempe, Ariz.	PuC	10,500	7500	18,000	320	……	980	1300	Out of state +$890
Arkansas, State Col. of	Conway, Ark.	PuC	2100	2400	4500	300	10	720	1030	Out of state +$390
Arkansas, Univ. of	Fayetteville, Ark.	PuC	7000	4000	11,000	300	……	900	1200	Out of state +$430
Little Rock	Little Rock, Ark.	PuC	1800	1200	3000	225	……	……	225	Out of state +$140
Monticello	College Heights, Ark.	PuC	1350	650	2000	300	26	708	1034	Out of state +$270. Acceleration avail.
Arkansas A & M Col.	College Heights, Ark.				See:	Arkansas, Univ. of, Monticello				
Arkansas A M & N Col.	Pine Bluff, Ark.	PuC	1490	1520	3010	300	55	700	1055	Out of state +$300
Arkansas Col.	Batesville, Ark.	PrC	250	150	400	1300	……	1050	2350	
Arkansas Polytech. Col.	Russellville, Ark.	PuC	1790	900	2690	……	310	760	1070	Out of state +$740
Arkansas State Univ.‡	State College, Ark.	PuC	3190	2130	5320	—307—		678	985	Out of state +$270. Acceleration avail.
Armstrong Col.	Berkeley, Cal.	PrC	320	280	600	1050	18	1125	2193	4 qtrs. avail.
Armstrong State Col.	Savannah, Ga.	PuC	1520	980	2500	……	360	……	360	Out of state +$405. 4 qtrs. avail. No housing
Asbury Col.	Wilmore, Ky.	PrC	500	500	1000	1250	190	660	2100	
Ashland Col.	Ashland, O.	PrC	1370	1280	2650	2144	……	1000	3144	
Assumption Col.	Worcester, Mass.	PrCo	700	300	1000	2200	170	1150	3520	
Athens Col.	Athens, Ala.	PrC	680	350	1030	1050	32	1084	2166	3 sems. avail.
Atlantic Christian Col.	Wilson, N. C.	PrC	850	850	1700	950	88	700	1738	
Auburn Univ.	Auburn, Ala.	PuC	9300	4500	12,800	450	……	750	1200	Out of state +$450. 4 qtrs. avail.
Montgomery	Montgomery, Ala.	PuC	800	400	1200	450	……	……	450	Out of state +$450. 4 qtrs. avail. No housing
Augsburg Col.	Minneapolis, Minn.	PrC	800	850	1650	1650	130	1000	2780	

NAME OF INSTITUTION	LOCATION	UNDERGRADUATE ENROLLMENT				1971-1972 FIXED COSTS				COMMENTS
		Type	Men	Women	Total	Tuition	Fees	R & B	Total	
A (continued)										
Augusta Col.	Augusta, Ga.	PuC	1800	1200	3000	......	$352	$900*	$1252	Out of state +$405. 4 qtrs. avail. *No housing; off-campus est.
Augustana Col.	Rock Island, Ill.	PrC	900	900	1800	$1965	78	1080	3123	
Augustana Col.	Sioux Falls, S. D.	PrC	880	1040	1920	1800	250	760	2810	Guaranteed tuition & fee plan avail.
Aurora Col.	Aurora, Ill.	PrC	480	370	850	1650	100	1120	2870	
Austin Col.	Sherman, Tex.	PrC	660	490	1150	—2000—		1000	3000	Guaranteed cost
Austin Peay State Univ.	Clarksville, Tenn.	PuC	2200	1300	3500	225	18	850	1093	Out of state +$480. 4 qtrs. avail.
Avila Col.	Kansas City, Mo.	PrC	30	470	500	1030	130	1000	2160	
Azusa Pacific Col.	Azusa, Cal.	PrC	520	480	1000	1400	124	1050	2574	
B										
Babson Col.	Babson Park, Mass.	PrC	1000	80	1080	2100	125	1238	3463	
Baker Univ.	Baldwin City, Kan.	PrC	480	400	880	1350	40	900	2290	Acceleration avail.
Baldwin-Wallace Col.	Berea, O.	PrC	1550	1600	3150	2244	139	1090	3473	
Ball State Univ.	Muncie, Ind.	PuC	7100	7900	15,000	540	......	990	1530	Out of state +$540. 4 qtrs. avail.
Baltimore Col. of Commerce	Baltimore, Md.	PrC	240	30	270	750	40	......	790	No housing
Barat Col.	Lake Forest, Ill.	PrW	......	550	550	1500	100	1200	2800	
Barber-Scotia Col.	Concord, N. C.	PrC	200	400	600	750	221	854	1825	
Barnard Col.	New York, N. Y.	PrW	......	1950	1950	2430	120	1200*	3750	*5-day board
Barrington Col.	Barrington, R. I.	PrC	300	350	650	1700	190	1050	2940	
Barry Col.	Miami Shores, Fla.	PrW	......	650	650	1500	25	1100	2625	
Bates Col.	Lewiston, Me.	PrC	600	500	1100	2100	150	1250	3500	Acceleration avail.
Baylor Univ.	Waco, Tex.	PrC	3500	3000	6500	900	34	890	1824	
Beaver Col.	Glenside, Pa.	PrW	......	800	800	2200	75	1200	3475	
Belhaven Col.	Jackson, Miss.	PrC	270	350	620	1050	40	750	1840	3 sems. avail.
Bellarmine Col.	Louisville, Ky.	PrC	870	480	1350	1440	20	980	2440	
Belmont Abbey Col.	Belmont, N. C.	PrM	720	......	720	1080	145	835	2060	
Belmont Col.	Nashville, Tenn.	PrC	450	450	900	960	63	640	1663	3 sems. avail.
Beloit Col.	Beloit, Wis.	PrC	900	900	1800	—3100—		1000	4100	Guaranteed cost
Bemidji State Col.	Bemidji, Minn.	PuC	2820	1880	4700	324	120	849	1293	Out of state +$400. 4 qtrs. avail.
Benedict Col.	Columbia, S. C.	PrC	600	900	1500	1100	16	800	1916	3 sems. avail.
Bennett Col.	Greensboro, N. C.	PrW	......	650	650	1095	86	764	1945	
Bennington Col.‡	Bennington, Vt.	PrC	50	500	550	3225	......	1100	4325	
Bentley Col.	Waltham, Mass.	PrC	2100	100	2200	1980	......	1315	3295	
Berea Col.	Berea, Ky.	PrC	680	750	1430	......	138	650	788	
Berry Col.	Mount Berry, Ga.	PrC	500	500	1000	1260	90	1005	2355	Guaranteed tuition. Acceleration avail.
Bethany Col.	Lindsborg, Kan.	PrC	400	340	740	—1295—		850	2145	
Bethany Col.	Bethany, W. Va.	PrC	610	530	1140	1500	624	1130	3254	
Bethany Nazarene Col.	Bethany, Okla.	PrC	1050	850	1900	960	......	660	1620	
Bethel Col.	Mishawaka, Ind.	PrC	240	260	500	1376	65	890	2331	
Bethel Col.	N. Newton, Kan.	PrC	210	190	400	1430	8	823	2261	
Bethel Col.	St. Paul, Minn.	PrC	480	600	1080	1800	......	760	2560	
Bethel Col.	McKenzie, Tenn.	PrC	300	150	450	990	15	861	1866	4 qtrs. avail.
Bethune-Cookman Col.	Daytona Beach, Fla.	PrC	500	800	1300	1062	141	796	1999	
Biola Col.	La Mirada, Cal.	PrC	750	850	1600	1576	......	950	2526	
Birmingham-Southern Col.	Birmingham, Ala.	PrC	520	520	1040	1300	......	850	2150	Guaranteed tuition. Acceleration avail.
Bishop Col.	Dallas, Tex.	PrC	850	1050	1900	1350	149	964	2463	
Black Hills State Col.	Spearfish, S. D.	PuC	1500	1100	2600	336	90	710	1136	Out of state +$384
Blackburn Col.	Carlinville, Ill.	PrC	320	280	600	1400	75	275	1750	
Bloomfield Col.	Bloomfield, N. J.	PrC	750	350	1100	1730	75	1100	2905	
Bloomsburg State Col.	Bloomsburg, Pa.	PuC	1900	2100	4000	650	50	720	1420	Out of state +$726
Bluefield State Col.	Bluefield, W. Va.	PuC	650	330	950	222	......	700*	922	Out of state +$600. *No housing; off-campus est.
Blue Mountain Col.	Blue Mountain, Miss.	PrW	30*	350	380	750	112	710	1572	*Day students
Bluffton Col.	Bluffton, O.	PrC	400	360	760	1780	70	950	2800	
Bob Jones Univ.	Greenville, S. C.	PrC	1830	1740	3570	670	100	1035	1805	
Boston Col.	Chestnut Hill, Mass.	PrC	4600	2300	6900	2500	45	1250	3795	
Boston State Col.	Boston, Mass.	PuC	2500	2900	5400	200	60	......	260	Out of state +$400. No housing
Boston Univ.	Boston, Mass.	PrC	6200	8500	14,700	2090	116	1231	3437	
Bowdoin Col.	Brunswick, Me.	PrC	920	100	1020	2700	95	1300	4095	
Bowie State Col.	Bowie, Md.	PuC	650	700	1350	200	162	900	1262	Out of state +$250
Bowling Green State Univ.	Bowling Green, O.	PuC	6300	6300	12,600	660	......	1005	1665	Out of state +$900. 4 qtrs. avail.
Bradley Univ.	Peoria, Ill.	PrC	3100	1700	4800	1900	......	1000	2900	
Brandeis Univ.	Waltham, Mass.	PrC	1130	1070	2200	2900	......	1250	4150	
Brenau Col.	Gainesville, Ga.	PrC	20	450	470	1200	55	1100*	2355	4 qtrs. avail. *Women only
Brescia Col.	Owensboro, Ky.	PrC	340	330	670	900	96	800	1796	
Briar Cliff Col.	Sioux City, Ia.	PrC	450	550	1000	1190	39	905	2134	

NAME OF INSTITUTION	LOCATION	UNDERGRADUATE ENROLLMENT				1971-1972 FIXED COSTS				COMMENTS
		Type	Men	Women	Total	Tuition	Fees	R & B	Total	
B (continued)										
Briarcliff Col.	Briarcliff Manor, N. Y.	PrW	......	650	650	......	$110	......	$3860	
Bridgeport, Univ. of	Bridgeport, Conn.	PrC	2300	2000	4300	$2000	......	$1200	3200	Acceleration avail.
Bridgewater Col.	Bridgewater, Va.	PrC	420	400	820	1500	225	850	2575	
Bridgewater State Col.	Bridgewater, Mass.	PuC	1150	2350	3500	200	117	800	1117	Out of state +$400
Brigham Young Univ.	Provo, Ut.	PrC	13,000	12,000	25,000	900	......	825	1725	Latter Day Saint member $300 less
Brown Univ.	Providence, R. I.	PrCo	2900	......*	2900	2850	......	1360	4210	*See Pembroke Col.
Bryan Col.	Dayton, Tenn.	PrC	240	240	480	—1020—		976	1996	
Bryant Col.	Providence, R. I.	PrC	1850	450	2300	1700	127	1150	2977	
Bryn Mawr Col.	Bryn Mawr, Pa.	PrW	......	800	800	2450	50	1350	3850	
Bucknell Univ.	Lewisburg, Pa.	PrC	1820	1000	2820	2700	30	925	3655	
Buena Vista Col.	Storm Lake, Ia.	PrC	550	290	840	1700	......	840	2540	
Butler Univ.	Indianapolis, Ind.	PrC	1100	1200	2300	1650	......	950	2600	
C										
Caldwell Col. for Women	Caldwell, N. J.	PrW	......	700	700	1500	......	1175	2675	
California, Univ. of										
Berkeley‡	Berkeley, Cal.	PuC	9800	7200	17,000	......	475	1075	1550	Out of state +$1200
Davis‡	Davis, Cal.	PuC	4200	4000	8200	......	475	1075	1550	
Irvine‡	Irvine, Cal.	PuC	1600	1300	2900	......	471	1075	1546	
Los Angeles‡	Los Angeles, Cal.	PuC	9000	7800	16,800	......	472	1075	1547	
Riverside‡	Riverside, Cal.	PuC	1700	1400	3100	......	495	1075	1570	
San Diego‡	La Jolla, Cal.	PuC	1700	900	2600	......	468	1075	1543	
Santa Barbara‡	Santa Barbara, Cal.	PuC	5300	5200	10,500	......	501	1075	1576	
Santa Cruz‡	Santa Cruz, Cal.	PuC	1300	1200	2500	......	498	1075	1573	
California Baptist Col.	Riverside, Cal.	PrC	380	380	760	1200	76	920	2196	
California Col. of Arts & Crafts	Oakland, Cal.	PrC	660	820	1480	1450	......	650*	2100	*Room only
California Inst. of Tech.	Pasadena, Cal.	PrC	730	40	770	2565	115	1225	3905	
California State Col.										
Dominguez Hills	Gardena, Cal.	PuC	1630	1630	3260	......	143	1364*	1507	Out of state +$1110. *No housing; off-campus est.
Fullerton	Fullerton, Cal.	PuC	8390	5890	14,280	......	150	1210	1360	Out of state +$1270
Hayward	Hayward, Cal.	PuC	7900	6000	13,900	—144—		1175	1319	Out of state +$1110. 4 qtrs. avail.
Long Beach	Long Beach, Cal.	PuC	11,470	7810	19,280	......	164	1400	1564	Out of state +$1110
Los Angeles	Los Angeles, Cal.	PuC	10,200	6800	17,000	......	204	1300*	1504	Out of state +$1480. 4 qtrs. avail. *No housing; off-campus est.
San Bernardino	San Bernardino, Cal.	PuC	1500	1300	2800	......	142	......	142	Out of state +$1110. No housing
California State Col.	California, Pa.	PuC	2800	2300	5100	650	50	608	1308	Out of state +$726. 3 sems. avail.
California State Polytech. Col.‡	San Luis Obispo, Cal.	PuC	8000	3000	11,000	......	150	1089	1239	Out of state +$891. 4 qtrs. avail.
Kellogg-Voorhis	Pomona, Cal.	PuC	8000	4000	12,000	......	163	1100	1263	Out of state +$1110. 4 qtrs. avail.
Calvary Bible Col.	Kansas City, Mo.	PrC	220	160	380	960	108	760	1828	
Calvin Col.	Grand Rapids, Mich.	PrC	1750	1600	3350	1500	......	910	2410	Chr. Reformed Ch. member tuition less
Campbell Col.	Buies Creek, N. C.	PrC	1400	800	2200	550	600	800	1950	
Campbellsville Col.	Campbellsville, Ky.	PrC	490	460	950	780	80	790	1650	Guaranteed tuition plan avail. 3 sems. avail.
Canisius Col.	Buffalo, N. Y.	PrC	1850	550	2400	1850	......	1100	2950	
Capital Univ.	Columbus, O.	PrC	800	900	1700	1925	175	1045	3145	Nursing & music +$250
Cardinal Cushing Col.	Brookline, Mass.	PrW	......	400	400	1350	100	1450	2900	
Cardinal Stritch Col.	Milwaukee, Wis.	PrC	60	340	400	1100	......	950	2050	
Carleton Col.	Northfield, Minn.	PrC	880	570	1450	......	......	......	3650	
Carlow Col.	Pittsburgh, Pa.	PrW	......	780	780	1950	50	1150	3150	
Carnegie-Mellon Univ.	Pittsburgh, Pa.	PrC	2250	950	3200	2500	......	1150	3650	
Carroll Col.	Helena, Mont.	PrC	570	410	980	1150	120	850	2120	
Carroll Col.	Waukesha, Wis.	PrC	600	600	1200	1825	170	1060	3055	
Carson-Newman Col.‡	Jefferson City, Tenn.	PrC	900	850	1750	1100	......	880	1980	In-state student $100 less
Carthage Col.	Kenosha, Wis.	PrC	720	600	1320	1950	66	920	2936	
Case Western Reserve Univ.	Cleveland, O.	PrC	3100	1300	4400	2385	85	1230	3700	
Castleton State Col.	Castleton, Vt.	PuC	650	600	1250	475	173	1040	1688	Out of state +$750
Catawba Col.	Salisbury, N. C.	PrC	560	530	1090	1300	160	860	2320	4 qtrs. avail.
Catholic Univ. of America	Washington, D. C.	PrC	1340	970	2310	2000	46	1340	3386	
Catholic Univ. of Puerto Rico	Ponce, P. R.	PrC	2000	3000	5000	700	50	670	1420	
Cedar Crest Col.	Allentown, Pa.	PrW	......	800	800	2250	163	1150	3563	
Centenary Col. of Louisiana	Shreveport, La.	PrC	510	350	860	1200	100	870	2170	Music +$100. 3 sems. avail.
Central Col.	Pella, Ia.	PrC	650	560	1210	1761	25	880	2666	3 sems. avail.
Central Connecticut State Col.	New Britain, Conn.	PuC	3600	3400	7000	100	100	875	1075	Out of state +$600

NAME OF INSTITUTION	LOCATION	UNDERGRADUATE ENROLLMENT				1971-1972 FIXED COSTS				COMMENTS
		Type	Men	Women	Total	Tuition	Fees	R & B	Total	
C (continued)										
Central Methodist Col.	Fayette, Mo.	PrC	500	400	900	$1200	......	$ 900	$2100	Acceleration avail.
Central Michigan Univ.	Mt. Pleasant, Mich.	PuC	6800	7310	14,110	—$440—		970	1410	Out of state +$544
Central Missouri State Col.	Warrensburg, Mo.	PuC	6000	4500	10,500	......	300	765	1065	Out of state +$450. 4 qtrs. avail.
Central State Col.	Edmond, Okla.	PuC	4000	2500	6500	320	......	750	1070	Out of state +$375
Central State Univ.	Wilberforce, O.	PuC	1520	1270	2790	477	168	985	1630	Out of state +$525. 4 qtrs. avail.
Central Washington State Col.	Ellensburg, Wash.	PuC	4030	3570	7600	72	288	875	1235	Out of state +$360
Central Wesleyan Col.	Central, S. C.	PrC	150	170	320	1280	......	700	1980	
Centre Col. of Kentucky	Danville, Ky.	PrC	420	320	740	1900	150	1050	3100	
Chadron State Col.	Chadron, Neb.	PuC	1560	1070	2630	330	30	768	1128	Out of state +$280
Chaminade Col. of Honolulu	Honolulu, Hawaii	PrC	490	350	840	1000	80	900	1980	
Chapman Col.	Orange, Cal.	PrC	880	880	1760	1800	95	1000	2895	
Charleston, Col. of‡	Charleston, S. C.	PuC	330	320	650	925	80	1175	2180	Out of state +$300
Chatham Col.	Pittsburgh, Pa.	PrW	......	600	600	2250	60	1315	3625	
Chestnut Hill Col.	Philadelphia, Pa.	PrW	......	600	600	1500	100	1200	2800	
Cheyney State Col.	Cheyney, Pa.	PuC	1060	1020	2080	720	190	720	1630	Out of state +$570
Chicago, Univ. of	Chicago, Ill.	PrC	1340	870	2210	2475	......	1425	3900	
Chicago State Univ.	Chicago, Ill.	PuC	1400	2300	3700	525	50	......	575	Out of state +$1057. Acceleration avail. No housing
Chico State Col.	Chico, Cal.	PuC	5510	4730	10,240	......	150	1050	1200	Out of state +$890
Christian Brothers Col.	Memphis, Tenn.	PrC	950	50	1000	1150	35	900	2085	
Church Col. of Hawaii, The	Laie Oahu, Hawaii	PrC	620	610	1230	900	......	850	1750	Latter Day Saint member $500 less
Cincinnati, Univ. of	Cincinnati, O.	PuC	11,670	6680	18,350	405	105	1125	1635	Out of state +$945. Noncity resident +$210
Citadel, The	Charleston, S. C.	PuM	2000	......	2000	557	......	892	1449	Out of state +$550
Claflin Col.	Orangeburg, S. C.	PrC	280	560	840	800	146	607	1553	
Claremont Men's Col.	Claremont, Cal.	PrM	800	......	800	2500	119	1280	3899	
Clarion State Col.	Clarion, Pa.	PuC	1700	2000	3700	650	50	684	1384	Out of state +$726
Clark Col.	Atlanta, Ga.	PrC	400	800	1200	1225	220	890	2335	
Clark Univ.	Worcester, Mass.	PrC	820	820	1640	2600	140	1100	3840	
Clarkson Col. of Tech.	Potsdam, N. Y.	PrC	2500	50	2550	2400	80	1100	3580	
Clemson Univ.	Clemson, S. C.	PuC	5500	1000	6500	150	470	895	1515	Out of state +$700
Cleveland Inst. of Music, The	Cleveland, O.	PrC	100	100	200	2200	140	1255	3595	
Cleveland State Univ., The	Cleveland, O.	PuC	10,850	4650	15,500	555	......	1000	1555	Out of state +$550. 4 qtrs. avail.
Clinch Valley Col.	Wise, Va.	PuC	500	400	900	—350—		800	1150	Out of state +$50
Coe Col.	Cedar Rapids, Ia.	PrC	580	470	1050	2150	50	1000	3200	
Coker Col.	Hartsville, S. C.	PrC	50	350	400	1200	70	945	2215	
Colby Col.	Waterville, Me.	PrC	830	700	1530	2500	160	1150	3810	
Colgate Univ.	Hamilton, N. Y.	PrC	1920	330	2250	2800	90	1300	4190	
Colorado, Univ. of	Boulder, Col.	PuC	10,100	6600	16,700	330	128	1000	1458	Out of state +$1082
Colorado Col., The	Colorado Springs, Col.	PrC	1010	680	1690	2200	200	1000	3400	
Colorado School of Mines	Golden, Col.	PuC	1380	40	1420	400	110	800	1310	Out of state +$900
Colorado State Col.	Greeley, Col.				See:	Univ. of Northern Colorado				
Colorado State Univ.	Fort Collins, Col.	PuC	10,520	6520	17,040	270	156	1050	1476	Out of state +$882. 4 qtrs. avail.
Columbia Bible Col.	Columbia, S. C.	PrC	250	220	470	625	111	787	1523	
Columbia Col. ‡	Chicago, Ill.	PrC	650	100	750	1400	42	......	1442	Guaranteed tuition. No housing
Columbia Col.	New York, N. Y.	PrM	2700	......	2700	2800	76	1200	4076	
Columbia Col.	Columbia, S. C.	PrW	10*	840	850	1350	......	1100	2450	3 sems. avail. *Day students
Columbia Union Col.	Takoma Park, Md.	PrC	440	460	900	1500	122	850	2472	
Concord Col.	Athens, W. Va.	PuC	1000	1100	2100	50	190	1001	1241	Out of state +$750
Concordia Col.	Moorhead, Minn.	PrC	1150	1250	2400	1650	25	825	2500	
Concordia Col.	St. Paul, Minn.	PrC	360	440	800	880	......	825	1705	4 qtrs. avail.
Concordia Senior Col.	Fort Wayne, Ind.	PrM	400	......	400	730	60	800	1590	
Concordia Teachers Col.	River Forest, Ill.	PrC	470	760	1230	690	150	930	1770	
Concordia Teachers Col.	Seward, Neb.	PrC	680	860	1540	1095	155	785	2035	
Connecticut, Univ. of	Storrs, Conn.	PuC	8800	6300	15,100	290	15	1140*	1445	Out of state +$700. *5-day board
Connecticut Col.	New London, Conn.	PrC	280	1280	1560	2700	130	1120	3950	
Converse Col.	Spartanburg, S. C.	PrW	......	800	800	......	......	......	3250	
Cooper Union, The	New York, N. Y.	PrC	730	180	910	......	200	1900*	2100	*No housing; off-campus est.
Cornell Col.	Mount Vernon, Ia.	PrC	520	430	950	2420	160	930	3510	
Cornell Univ.	Ithaca, N. Y.	PrC	7640	2730	10,370	2175	625	1400	4200	
State supported schools					See:	New York, State Univ. of				
Corpus Christi, Univ. of	Corpus Christi, Tex.	PrC	500	200	700	720	100	840	1660	
Covenant Col.	Lookout Mountain, Tenn.	PrC	180	200	380	1180	110	900	2190	
Creighton Univ.	Omaha, Neb.	PrC	1400	1100	2500	1700	......	1000	2700	
Culver-Stockton Col.	Canton, Mo.	PrC	490	290	780	1480	130	970	2580	
Cumberland College	Williamsburg, Ky.	PrC	970	830	1800	720	120	510	1350	
Curry Col.	Milton, Mass.	PrC	580	350	930	1800	200	1300	3300	

NAME OF INSTITUTION	LOCATION	UNDERGRADUATE ENROLLMENT				1971-1972 FIXED COSTS				COMMENTS
		Type	Men	Women	Total	Tuition	Fees	R & B	Total	
D										
Dakota State Col.	Madison, S. D.	PuC	760	580	1340	$ 336	$ 81	$ 670*	$1087	Out of state +$384. *5-day board
Dakota Wesleyan Univ.	Mitchell, S. D.	PrC	300	210	510	1125	155	830	2110	
Dallas, Univ. of	Univ. of Dallas Sta., Tex.	PrC	500	500	1000	1350	20	1040	2410	
Dallas Baptist Col.	Dallas, Tex.	PrC	880	570	1450	1100	140	840	2080	Acceleration avail.
Dana Col.	Blair, Neb.	PrC	420	380	800	1260	220	780	2260	
Dartmouth Col. ‡	Hanover, N. H.	PrM	3100	......	3100	2550	......	1250	3800	4 terms avail.
David Lipscomb Col.	Nashville, Tenn.	PrC	1150	1150	2300	1200	......	900	2100	4 qtrs. avail.
Davidson Col.	Davidson, N. C.	PrM	1000	......	1000	2050	190	925	3165	
Davis & Elkins Col.‡	Elkins, W. Va.	PrC	500	400	900	1800	......	1150	2950	Guaranteed-cost plan avail.
Dayton, Univ. of	Dayton. O.	PrC	4270	2230	6500	1600	100	950	2650	3 sems. avail.
Defiance Col., The	Defiance, O.	PrC	640	360	1000	2050	......	910	2960	Acceleration avail.
Delaware, Univ. of	Newark, Del.	PrC	5700	4670	10,370	1100	......	1110	2210	In-state student $775 less
Delaware State Col.	Dover, Del.	PuC	900	700	1600	......	372	750	1122	Out of state +$425
Denison Univ.	Granville, O.	PrC	1150	930	2080	2375	185	1150	3710	
Denver, Univ. of	Denver, Col.	PrC	3500	2500	6000	2400	......	1200	3600	
DePaul Univ.	Chicago, Ill.	PrC	4000	2000	6000	1740	9	1140	2889	4 qtrs. avail.
DePauw Univ.	Greencastle, Ind.	PrC	1210	1160	2370	2350	150	1200	3700	
Detroit, Univ. of	Detroit, Mich.	PrC	3200	1600	4800	1700	......	1120	2820	
Detroit Bible Col.	Detroit, Mich.	PrC	160	80	240	704	30	800	1534	
Detroit Col. of Business	Dearborn, Mich.	PrC	550	350	900	1104	33	900*	2037	4 qtrs. avail. *No housing; off-campus est.
Dickinson Col.	Carlisle, Pa.	PrC	920	640	1560	2350	200	1250	3800	
Dickinson State Col.	Dickinson, N. D.	PuC	950	760	1710	407	500	500	1407	Out of state +$400
Dillard Univ.	New Orleans, La.	PrC	490	690	1180	1000	......	800	1800	
Doane Col.‡	Crete, Neb.	PrC	510	290	800	1410	190	850	2450	Guaranteed tuition & fees
Dr. Martin Luther Col.‡	New Ulm, Minn.	PrC	230	620	850	......	580	410	990	
Dominican Col.	Houston, Tex.	PrW	......	300	300	1000	90	1000	2090	
Dominican Col.	Racine, Wis.	PrC	350	400	750	1450	......	1000	2450	
Dominican Col. of Blauvelt‡	Blauvelt, N. Y.	PrC	130	200	330	1000	100	......	1100	No housing
Dominican Col. of San Rafael	San Rafael, Cal.	PrW	......	400	400	1500	......	1250	2750	
Don Bosco Col.	Newton, N. J.	PrM	130	......	130	1200	60	......	1260	Guaranteed tuition. No housing
Drake Univ.‡	Des Moines, Ia.	PrC	2660	1850	4510	1780	......	1030	2810	
Drew Univ.	Madison, N. J.	PrC	650	700	1350	2350	185	1165	3700	
Drexel Univ.	Philadelphia, Pa.	PrC	4300	1200	5500	1600	172	1200	2972	
Drury Col.	Springfield, Mo.	PrC	500	500	1000	1600	33	920	2553	3 sems. avail.
Dubuque, Univ. of	Dubuque, Ia.	PrC	520	350	870	1550	90	940	2580	
Duke Univ.	Durham, N. C.	PrCo	3020	1880	4900	—2300—		1100	3400	
Dunbarton Col. of Holy Cross	Washington, D. C.	PrW	......	500	500	1800	......	1250	3050	
Duquesne Univ.	Pittsburgh, Pa.	PrC	2700	1900	4600	2000	......	1190	3190	
D'Youville Col.	Buffalo, N. Y.	PrW	......	1200	1200	1750	115	1160	3025	
E										
Earlham Col.	Richmond, Ind.	PrC	600	500	1100	2340	260	1100	3700	
East Carolina Univ.	Greenville, N. C.	PuC	4560	4740	9300	219	189	850	1258	Out of state +$732
East Central State Col.	Ada, Okla.	PuC	1680	1000	2680	355	14	700	1069	Out of state +$450
East Stroudsburg State Col.‡	East Stroudsburg, Pa.	PuC	1130	1490	2620	—540—		732	1272	Out of state +$480
East Tennessee State Univ.	Johnson City, Tenn.	PuC	6120	4080	10,200	......	255	966	1221	Out of state +$480. 4 qtrs. avail.
East Texas Baptist Col.	Marshall, Tex.	PrC	400	400	800	750	50	750	1550	
East Texas State Univ.	Commerce, Tex.	PuC	5000	3000	8000	103	86	766	955	Out of state +$300
Eastern Baptist Col.	St. Davids, Pa.	PrC	240	300	540	1850	220	1170	3240	
Eastern Connecticut State Col.	Willimantic, Conn.	PuC	590	1060	1650	100	125	870	1095	Out of state +$600
Eastern Illinois Univ.	Charleston, Ill.	PuC	3820	4400	8220	335	161	1010	1506	Out of state +$401. 4 qtrs. avail.
Eastern Kentucky Univ.	Richmond, Ky.	PuC	5200	4400	9600	240	60	760	1060	Out of state +$500
Eastern Mennonite Col.	Harrisonburg, Va.	PrC	470	490	960	1440	201	855	2496	
Eastern Michigan Univ.	Ypsilanti, Mich.	PuC	7200	6700	13,900	408	30	1060	1498	Out of state +$657
Eastern Montana Col.	Billings, Mont.	PuC	2450	1750	4200	225	177	875	1277	Out of state +$668. 4 qtrs. avail.
Eastern New Mexico Univ.	Portales, N. M.	PuC	2040	1580	3620	180	248	767	1195	Out of state +$540
Eastern Oregon Col.‡	La Grande, Ore.	PuC	1000	800	1800	408	......	900	1308	Out of state +$1077
Eastern Washington State Col.	Cheney, Wash.	PuC	4050	2700	6750	447	......	786	1233	Out of state +$912. 4 qtrs. avail.
Edgecliff Col.	Cincinnati, O.	PrC	50	570	620	1200	100	1200	2500	
Edgewood Col.	Madison, Wis.	PrC	70	510	580	1400	......	1000	2400	
Edinboro State Col.	Edinboro, Pa.	PuC	2500	3500	6000	650	50	684	1384	Out of state +$645. Acceleration avail.
Elizabeth City State Univ.	Elizabeth City, N. C.	PuC	680	720	1400	214	332	730	1276	Out of state +$586
Elizabethtown Col.	Elizabethtown, Pa.	PrC	800	730	1530	1840	125	980	2945	
Elmhurst Col.‡	Elmhurst, Ill.	PrC	850	900	1750	—1900—		1100	3000	Acceleration avail.
Elmira Col.	Elmira, N. Y.	PrC	350	1000	1350	2625	45	1125	3795	
Elon Col.	Elon College, N. C.	PrC	1070	550	1620	1190	......	787	1977	

NAME OF INSTITUTION	LOCATION	UNDERGRADUATE ENROLLMENT				1971-1972 FIXED COSTS				COMMENTS
		Type	Men	Women	Total	Tuition	Fees	R & B	Total	
E (continued)										
Emerson Col.	Boston, Mass.	PrC	740	960	1700	$2175	$140	$1275	$3590	
Emmanuel Col.	Boston, Mass.	PrW	......	1380	1380	1700	136	1100	2936	
Emory & Henry Col.	Emory, Va.	PrC	520	330	850	—1290—		900	2190	3 sems. avail.
Emory Univ.	Atlanta, Ga.	PrC	1450	950	2400	2400	......	1250	3650	4 qtrs. avail.
Emporia, The Col. of	Emporia, Kan.	PrC	600	300	900	980	210	954	2144	Guaranteed tuition
Erskine Col.	Due West, S. C.	PrC	430	340	770	1500	175	920	2595	
Eureka Col.	Eureka, Ill.	PrC	370	210	580	1845	120	1025	2990	Guaranteed tuition & fees
Evangel Col.	Springfield, Mo.	PrC	580	620	1200	960	112	868	1940	
Evansville, Univ. of	Evansville, Ind.	PrC	1500	1500	3000	1350	54	990	2394	
F										
Fairfield Univ.	Fairfield, Conn.	PrC	1800	400	2200	2000	35	1200	3235	
Fairleigh Dickinson Univ.	Madison, N. J.	PrC	1000	740	1740	1925	172	1210	3307	
" " "	Rutherford, N. J.	PrC	1200	600	1800	1925	135	1210	3270	
" " "	Teaneck, N. J.	PrC	2000	1600	3600	1925	135	1210	3270	Engineering +$125
Fairmont State Col.	Fairmont, W. Va.	PuC	1960	1530	3490	150	101	890	1141	Out of state +$750
Fayetteville State Col.	Fayetteville, N. C.	PuC	600	820	1420	150	220	741	1111	Out of state +$650
Ferris State Col.	Big Rapids, Mich.	PuC	6650	2850	9500	375	......	1011	1386	Out of state +$867
Finch Col.	New York, N. Y.	PrW	......	400	400	2700	240	1800	4740	
Findlay Col.‡	Findlay, O.	PrC	800	400	1200	1650	......	900	2550	
Fisk Univ.	Nashville, Tenn.	PrC	450	780	1230	—1750—		1125	2875	
Fitchburg State Col.‡	Fitchburg, Mass.	PuC	1200	1600	2800	200	45	630	875	Out of state +$400
Florence State Univ.	Florence, Ala.	PuC	1700	1800	3500	370	......	792	1162	Out of state +$180
Florida, Univ. of	Gainesville, Fla.	PuC	10,700	6800	17,500	......	450	1185	1635	Out of state +$900. 4 qtrs. avail.
Florida Agr. & Mech. Univ.	Tallahassee, Fla.	PuC	2300	2100	4400	......	450	750	1200	Out of state +$900. 4 qtrs. avail.
Florida Atlantic Univ.	Boca Raton, Fla.	PuC	3500	2500	6000	......	450	1050	1500	Out of state +$900. 4 qtrs. avail.
Florida Memorial Col.	Miami, Fla.	PrC	300	400	700	1000	204	1002	2206	
Florida Presbyterian Col.	St. Petersburg, Fla.	PrC	540	540	1080	......	......	......	3390	
Florida Southern Col.‡	Lakeland, Fla.	PrC	720	750	1470	......	200	......	2680	
Florida State Univ., The	Tallahassee, Fla.	PuC	9500	8500	18,000	......	483	1000	1483	Out of state +$900. 4 qtrs. avail.
Florida Technological Univ.	Orlando, Fla.	PuC	......	......	5330	......	450	992	1442	Out of state +$900. 4 qtrs. avail.
Fontbonne Col.	St. Louis, Mo.	PrW	......	700	700	1600	50	1000	2650	3 sems. avail.
Fort Hays Kansas State Col.	Hays, Kan.	PuC	3010	2440	5450	410	......	850	1260	Out of state +$400. 3 sems. avail.
Fort Lewis Col.‡	Durango, Col.	PuC	1140	750	1890	245	185	832	1262	Out of state +$455. 3 sems. avail.
Fort Valley State Col.	Fort Valley, Ga.	PuC	900	1600	2500	315	66	714	1095	Out of state +$405. 4 qtrs. avail.
Fort Wayne Bible Col.	Fort Wayne, Ind.	PrC	230	250	480	1024	101	850	1975	
Fort Wright Col. of the Holy Names	Spokane, Wash.	PrW	10*	300	310	1300	50	950	2300	*Special students
Framingham State Col.‡	Framingham, Mass.	PuC	280	1720	2000	200	50	500	750	Out of state +$400
Franklin & Marshall Col.	Lancaster, Pa.	PrC	1450	450	1900	2550	......	1120	3670	
Franklin Col.	Franklin, Ind.	PrC	480	320	800	2050	20	990	3060	
Franklin Pierce Col.	Rindge, N. H.	PrC	800	250	1050	2000	150	1250	3400	
Free Will Baptist Bible Col.	Nashville, Tenn.	PrC	250	150	400	630	60	880	1570	
Fresno State Col.	Fresno, Cal.	PuC	7350	5330	12,680	—140—		1268	1408	Out of state +$1110
Friends Univ.	Wichita, Kan.	PrC	590	440	1030	1275	20	1005	2300	4 qtrs. avail.
F. T. Nicholls State Col.	Thibodaux, La.	PuC	3000	2000	5000	300	......	750	1050	Out of state +$530
Furman Univ.	Greenville, S. C.	PrC	1020	920	1940	1600	46	1125	2771	
G										
Gallaudet Col.	Washington, D. C.	PrC	520	480	1000	462	155	1200	1817	
Gannon Col.	Erie, Pa.	PrC	2100	350	2450	1280	63	880	2223	
General Motors Inst.	Flint, Mich.	PrC	3010	20	3030	950	40	840	1830	Work-study program
Geneva Col.	Beaver Falls, Pa.	PrC	720	580	1300	1650	150	900	2700	
George Fox Col.	Newberg, Ore.	PrC	230	240	470	1620	108	900	2628	
George Peabody Col. for Teachers	Nashville, Tenn.	PrC	340	930	1270	1400	80	775	2255	3 sems. avail.
George Washington Univ., The	Washington, D.C.	PrC	2500	2300	4800	......	......	......	3800	
George Williams Col.	Downers Grove, Ill.	PrC	450	250	700	1620	180	1095	2895	
Georgetown Col.	Georgetown, Ky.	PrC	650	650	1300	1400	20	875	2295	In-state student $50 less. Acceleration avail.
Georgetown Univ.	Washington, D. C.	PrC	3100	1100	4200	2350	......	1250	3600	
Georgia, Univ. of	Athens, Ga.	PuC	9000	6000	15,000	405	72	1080	1557	Out of state +$540. 4 qtrs. avail.
Georgia Col. at Milledgeville	Milledgeville, Ga.	PuC	800	1350	2150	—426—		615	1041	Out of state +$405. 4 qtrs. avail.
Georgia Inst. of Tech.	Atlanta, Ga.	PuC	6500	190	6690	405	99	900	1404	Out of state +$705. 4 qtrs. avail.
Georgia Southern Col.	Statesboro, Ga.	PuC	3060	3240	6300	315	63	760	1138	Out of state +$405
Georgia Southwestern Col.	Americus, Ga.	PuC	1500	900	2400	375	66	700	1141	Out of state +$405. 4 qtrs. avail.

NAME OF INSTITUTION	LOCATION	UNDERGRADUATE ENROLLMENT				1971-1972 FIXED COSTS				COMMENTS
		Type	Men	Women	Total	Tuition	Fees	R & B	Total	
G (continued)										
Georgia State Univ.	Atlanta, Ga.	PuC	6200	4140	10,340	$ 405	$ 18	$1200*	$1623	Out of state +$540. 4 qtrs. avail. *No housing; off-campus est.
Georgian Court Col.	Lakewood, N. J.	PrW	......	700	700	1400	130	1150	2680	
Gettysburg Col.	Gettysburg, Pa.	PrC	1300	600	1900	2350	......	1030	3380	
Glassboro State Col.	Glassboro, N. J.	PuC	1600	3200	4800	350	124	1000	1474	Out of state +$350
Glenville State Col.	Glenville, W. Va.	PuC	910	870	1780	150	66	890	1106	Out of state +$750
Goddard Col.	Plainfield, Vt.	PrC	500	500	1000	2700	......	750	3450	
Golden Gate Col.	San Francisco, Cal.	PrC	1300	200	1500	990	17	1250*	2257	3 sems. avail. *No housing; off-campus est.
Gonzaga Univ.	Spokane, Wash.	PrC	1300	1050	2350	1450	55	930	2435	Acceleration avail.
Good Counsel Col.	White Plains, N. Y.	PrW	......	500	500	1600	......	1100	2700	
Gordon Col.	Wenham, Mass.	PrC	400	440	840	1860	96	1185	3141	4 qtrs. avail.
Goshen Col.	Goshen, Ind.	PrC	530	640	1170	1715	15	810	2540	3 sems. avail.
Goucher Col.	Towson, Md.	PrW	......	1000	1000	2000	64	1500	3564	
Grace Bible Inst.	Omaha, Neb.	PrC	260	320	580	800	80	730	1610	
Graceland Col.	Lamoni, Ia.	PrC	630	630	1260	1375	......	895	2270	
Grambling Col.	Grambling, La.	PuC	1800	2000	3800	500	256	640	1396	Out of state +$500
Grand Canyon Col.	Phoenix, Ariz.	PrC	310	290	600	960	50	770*	1780	*5-day board
Grand Valley State Col.‡	Allendale, Mich.	PuC	1610	1290	2900	375	......	999	1374	Out of state +$615. 4 qtrs. avail.
Great Falls, Col. of	Great Falls, Mont.	PrC	400	300	700	930	120	900	1950	
Greensboro Col.	Greensboro, N. C.	PrC	160	430	590	1200	160	790	2150	
Greenville Col.	Greenville, Ill.	PrC	430	430	860	1380	150	1000	2530	
Grinnell Col.	Grinnell, Ia.	PrC	650	600	1250	2630	166	940	3736	
Grove City Col.	Grove City, Pa.	PrC	1350	700	2050	990	115	960	2065	
Guilford Col.	Greensboro, N. C.	PrC	520	480	1000	1550	258	866	2674	
Gustavus Adolphus Col.	St. Peter, Minn.	PrC	900	1000	1900	......	......	......	3100	Guaranteed-cost plan avail.
Gwynedd-Mercy Col.	Gwynedd Valley, Pa.	PrW	......	620	620	1500	30	1400	2930	
H										
Hamilton Col.	Clinton, N. Y.	PrCo	920	......*	920	2350	250	1300	3900	*See Kirkland Col.
Hamline Univ.	St. Paul, Minn.	PrC	600	650	1250	2000	......	1090	3090	
Hampden-Sydney Col.	Hampden-Sydney, Va.	PrM	700	......	700	1755	245	700	2700	
Hampton Inst.	Hampton, Va.	PrC	1000	1300	2300	1400	130	820	2350	
Hanover Col.	Hanover, Ind.	PrC	540	480	1020	1925	155	950	3030	
Harding Col.	Searcy, Ark.	PrC	1000	1000	2000	1056	91	775	1922	
Hardin-Simmons Univ.	Abilene, Tex.	PrC	850	800	1650	990	110	865	1965	
Hartford, Univ. of	Hartford, Conn.	PrC	2100	1550	3650	1875	136	1650	3661	
Hartwick Col.	Oneonta, N. Y.	PrC	820	850	1670	—2200—		1300	3500	
Harvard Col.	Cambridge, Mass.	PrM	4900	......	4900	2800	......	1670	4470	
Harvey Mudd Col.	Claremont, Cal.	PrC	370	30	400	2500	310	1110	3920	
Hastings Col.	Hastings, Neb.	PrC	460	440	900	1750	140	920	2810	Guaranteed tuition
Haverford Col.	Haverford, Pa.	PrM	650	......	650	2325	175	1300	3800	
Hawaii, Univ. of	Honolulu, Hawaii	PuC	10,350	9950	20,300	170	62	730	962	Out of state +$690
Hebrew Col.	Brookline, Mass.	PrC	40	60	100	400	5	......	405	No housing
Heidelberg Col.	Tiffin, O.	PrC	640	610	1250	2125	40	965	3130	
Hellenic Col.	Brookline, Mass.	PrC	80	10	90	1200	155	493	1848	
Henderson State Teachers Col.	Arkadelphia, Ark.	PuC	2000	1450	3450	......	300	688	988	Out of state +$400
Hendrix Col.	Conway, Ark.	PrC	580	400	980	1200	38	822	2060	
High Point Col.	High Point, N. C.	PrC	500	580	1080	1000	385	765	2150	In-state student $150 less
Hillsdale Col.	Hillsdale, Mich.	PrC	600	500	1100	2065	104	940	3109	
Hiram Col.	Hiram, O.	PrC	640	550	1190	2235	235	880	3350	4 qtrs. avail.
Hobart Col.	Geneva, N. Y.	PrCo	1070	......*	1070	2575	75	1225	3875	*See William Smith Col.
Hofstra Univ.	Hempstead, N. Y.	PrC	3800	2700	6500	1950	180	1400	3530	
New College	Hempstead, N. Y.	PrC	160	190	350	2300	170	1500	3970	3-yr. B.A. program
Hollins Col.	Hollins College, Va.	PrW	......	1050	1050	3750*	35	......	3785	*Includes R&B
Holy Cross, Col. of the	Worcester, Mass.	PrM	2400	......	2400	2480	50	1130	3660	
Holy Family Col.‡	Philadelphia, Pa.	PrW	......	420	420	—1250—		1000	2250	
Holy Family Col.	Manitowoc, Wis.	PrC	60	250	310	800	......	700*	1500	*No housing; off-campus est.
Holy Names, Col. of the	Oakland, Cal.	PrW	......	550	550	1400	50	1190	2640	
Hood Col.	Frederick, Md.	PrW	......	600	600	2150	68	1250	3468	
Hope Col.	Holland, Mich.	PrC	1080	1020	2100	1770	75	990	2835	
Houghton Col.	Houghton, N. Y.	PrC	500	700	1200	1660	161	1020	2841	
Houston, Univ. of	Houston, Tex.	PuC	10,300	5300	15,600	100	136	933	1169	Out of state +$300
Houston Baptist Col.	Houston, Tex.	PrC	550	650	1200	1200	10	1000	2210	Guaranteed tuition

NAME OF INSTITUTION	LOCATION	UNDERGRADUATE ENROLLMENT				1971-1972 FIXED COSTS				COMMENTS
		Type	Men	Women	Total	Tuition	Fees	R & B	Total	
H (continued)										
Howard Payne Col.	Brownwood, Tex.	PrC	750	700	1450	—$1000—		$1000	$2000	Guaranteed tuition & fees
Howard Univ.	Washington, D. C.	PrC	3850	3550	7400	500	138	1052	1690	
Humboldt State Col.	Arcata, Cal.	PuC	3900	2100	6000	162	......	1100	1262	Out of state +$1125
Huntingdon Col.	Montgomery, Ala.	PrC	250	450	700	1300	......	900	2200	
Huntington Col.	Huntington, Ind.	PrC	300	350	650	1490	90	1015	2595	
Huron Col.	Huron, S. D.	PrC	410	190	600	1200	35	900	2135	
Huston-Tillotson Col.	Austin, Tex.	PrC	380	420	800	800	147	957	1904	
I										
Idaho, The Col. of	Caldwell, Ida.	PrC	580	420	1000	1950	13	950	2913	
Idaho, Univ. of	Moscow, Ida.	PuC	3790	1960	5750	......	320	845	1165	Out of state +$550
Idaho State Univ.	Pocatello, Ida.	PuC	3300	2000	5300	......	340	800	1140	Out of state +$500
Illinois, Univ. of	Urbana, Ill.	PuC	14,550	8780	23,330	396	152	995*	1543	Out of state +$858. *Men +$40
Chicago Circle	Chicago, Ill.	PuC	10,090	5870	15,960	396	117	......	513	Out of state +$858. No housing
Illinois Benedictine Col.	Lisle, Ill.	PrC	710	260	970	1665	20	1125	2810	
Illinois Col.	Jacksonville, Ill.	PrC	430	340	770	1450	50	900	2400	
Illinois Inst. of Tech.	Chicago, Ill.	PrC	2140	160	2300	2000	......	1100	3100	
Illinois State Univ.	Normal, Ill.	PuC	7200	9000	16,200	345	125	1120	1590	Out of state +$720
Illinois Wesleyan Univ.	Bloomington, Ill.	PrC	780	870	1650	2330	45	1200	3575	Music & nursing +$100
Immaculata Col.	Immaculata, Pa.	PrW	......	820	820	1400	65	1200	2665	
Immaculate Conception Sem.	Conception, Mo.	PrM	90	......	90	750	50	650	1450	
Incarnate Word Col.	San Antonio, Tex.	PrC	50	960	1010	960	77	915	1952	
Indiana Central Col.	Indianapolis, Ind.	PrC	540	580	1120	1600	......	840	2440	
Indiana Inst. of Tech.	Fort Wayne, Ind.	PrC	700	10	710	1500	75	1070	2645	
Indiana State Univ.	Terre Haute, Ind.	PuC	6950	5710	12,660	544	......	942	1486	Out of state +$544. 3 sems. avail.
Indiana Univ.	Bloomington, Ind.	PuC	......	......	22,550	650	......	995	1645	Out of state +$840
Fort Wayne	Fort Wayne, Ind.	PuC	......	......	2000	600	......	......	600	Out of state +$600. No housing
Kokomo	Kokomo, Ind.	PuC	......	......	700	600	......	......	600	
Northwest	Gary, Ind.	PuC	......	......	2020	600	......	......	600	
Purdue at Indianapolis	Indianapolis, Ind.	PuC	......	......	3480	600	......	......	600	
South Bend	South Bend, Ind.	PuC	......	......	2350	600	......	......	600	
Southeast	Jefferson, Ind.	PuC	......	......	1080	600	......	......	600	
Indiana Univ. of Pennsylvania	Indiana, Pa.	PuC	4000	4800	8800	650	60	684	1394	Out of state +$600
Insurance, The Col. of	New York, N. Y.	PrC	340	10	350	1272	68	820	2160	Based on 5-yr. work-study program
Iona Col.	New Rochelle, N. Y.	PrC	2300	650	2950	1680	......	1000*	2680	*No housing; off-campus est.
Iowa, Univ. of	Iowa City, Ia.	PuC	7500	6500	14,000	620	......	1114	1734	Out of state +$630
Iowa State Univ. of Science & Tech.	Ames, Ia.	PuC	11,560	5380	16,940	600	......	870	1470	Out of state +$630. 4 qtrs. avail.
Iowa Wesleyan Col.	Mt. Pleasant, Ia.	PrC	500	350	850	1700	150	925	2775	
Ithaca Col.	Ithaca, N. Y.	PrC	1700	2000	3700	2400	300	1255	3955	
J										
Jackson Col. for Women	Medford, Mass.	PrCo			See:	Tufts University				
Jackson State Col.	Jackson, Miss.	PuC	2200	2600	4800	—350—		647	997	Out of state +$600. 4 qtrs. avail.
Jacksonville State Col.	Jacksonville, Ala.	PuC	2800	2200	5000	320	......	700	1020	Out of state +$150
Jacksonville Univ.	Jacksonville, Fla.	PrC	1380	880	2260	1400	164	1000	2564	In-state student $50 less. 3 sems. avail.
Jamestown Col.	Jamestown, N. D.	PrC	340	240	580	1600	......	1000	2600	
Jarvis Christian Col.	Hawkins, Tex.	PrC	370	410	780	1140	121	735	1996	
Jersey City State Col.	Jersey City, N. J.	PuC	1600	2600	4200	350	81	818	1249	Out of state +$350
Jewish Studies, The Col. of	Chicago, Ill.				See:	Spertus Col. of Judaica				
John Brown Univ.	Siloam Springs, Ark.	PrC	400	400	800	900	150	900	1950	
John Carroll Univ.	Cleveland, O.	PrC	2400	600	3000	1632	......	1000	2632	4 sems. avail.
Johns Hopkins Univ.	Baltimore, Md.	PrC	1900	110	2010	2700	40	1290	4030	
Johnson C. Smith Univ.	Charlotte, N. C.	PrC	600	650	1250	1138	—870—		2008	
Johnson State Col.	Johnson, Vt.	PuC	480	480	960	475	153	1040	1668	Out of state +$750
Judson Col.	Marion, Ala.	PrW	......	500	500	900	25	1000	1925	Acceleration avail.
Juniata Col.	Huntingdon, Pa.	PrC	650	550	1200	2200	......	990	3190	Acceleration avail.
K										
Kalamazoo Col.	Kalamazoo, Mich.	PrC	740	640	1380	1380	345	1350	3075	4 qtrs. avail.
Kansas, Univ. of	Lawrence, Kan.	PuC	11,590	7800	19,390	457	......	900	1357	Out of state +$590
Kansas State Col. of Pittsburg	Pittsburg, Kan.	PuC	3080	1620	4700	300	62	870	1232	Out of state +$395
Kansas State Teachers Col.	Emporia, Kan.	PuC	3250	3150	6400	300	76	910	1286	Out of state +$395
Kansas State Univ.	Manhattan, Kan.	PuC	7050	5100	12,150	476	......	961	1437	Out of state +$590

NAME OF INSTITUTION	LOCATION	UNDERGRADUATE ENROLLMENT				1971-1972 FIXED COSTS				COMMENTS
		Type	Men	Women	Total	Tuition	Fees	R & B	Total	
K (continued)										
Kansas Wesleyan Univ.	Salina, Kan.	PrC	380	220	600	$1500	......	$ 900	$2400	Guaranteed-cost plan avail.
Kearney State Col.	Kearney, Neb.	PuC	3300	2900	6200	330	$ 35	754	1119	Out of state +$280
Keene State Col.	Keene, N. H.	PuC	800	1200	2000	530	50	900	1480	Out of state +$720
Kent State Univ.	Kent, O.	PuC	11,650	9730	21,380	672	......	1064	1736	Out of state +$900. 4 qtrs. avail.
Kentucky, Univ. of	Lexington, Ky.	PuC	7600	6200	13,800	330	......	1030	1360	Out of state +$700
Kentucky State Col.‡	Frankfort, Ky.	PuC	680	530	1210	240	80	588	908	Out of state +$500
Kentucky Wesleyan Col.	Owensboro, Ky.	PrC	450	300	750	1270	120	850	2240	In-state student $150 less
Kenyon Col.	Gambier, O.	PrC	850	450	1300	2400	215	1170	3785	
Keuka Col.	Keuka Park, N. Y.	PrW	......	850	850	2445	55	950	3450	
King Col.	Bristol, Tenn.	PrC	260	150	410	1300	150	850	2300	
King's Col.	Briarcliff Manor, N. Y.	PrC	350	450	800	1600	33	895	2528	
King's Col.	Wilkes-Barre, Pa.	PrC	1650	300	1950	1850	100	1100	3050	
Kirkland Col.‡	Clinton, N. Y.	PrCo	......*	475	475	2400	......	1400	3800	*See Hamilton Col.
Knox Col.	Galesburg, Ill.	PrC	900	650	1550	2655	......	1295	3950	
Knoxville Col.	Knoxville, Tenn.	PrC	600	700	1300	1050	......	900	1950	
Kutztown State Col.	Kutztown, Pa.	PuC	1550	2450	4000	650	50	720	1420	Out of state +$725. 3 sems. avail.
L										
Ladycliff Col.	Highland Falls, N. Y.	PrC	30	550	580	1500	115	1250	2865	
Lafayette Col.	Easton, Pa.	PrC	1690	270	1960	2500	......	1170	3670	
Lake Erie Col.	Painesville, O.	PrW	......	600	600	......	......	......	3400	
Lake Forest Col.	Lake Forest, Ill.	PrC	650	600	1250	2750	45	1100	3895	
Lakeland Col.	Sheboygan, Wis.	PrC	400	250	650	1600	150	1029	2779	Acceleration avail.
Lamar State Col. of Tech.	Beaumont, Tex.	PuC	5000	3300	8300	100	56	880	1036	Out of state +$300
Lambuth Col.	Jackson, Tenn.	PrC	450	450	900	1350	110	800	2260	3 sems. avail.
Lane Col.	Jackson, Tenn.	PrC	460	480	940	850	117	800	1767	
Langston Univ.	Langston, Okla.	PuC	610	590	1200	290	74	700	1064	Out of state +$380
La Grange Col.	La Grange, Ga.	PrC	300	300	600	1098	42	675	1815	
LaSalle Col.	Philadelphia, Pa.	PrC	3300	300	3600	1600	......	1200	2800	Science +$100
LaVerne Col.	LaVerne, Cal.	PrC	370	340	710	1850	40	980	2870	3 sems. avail.
Lawrence Inst. of Tech.	Southfield, Mich.	PrC	2200	100	2300	855	45	560*	1460	4 qtrs. avail. *Limited housing, room only
Lawrence Univ.	Appleton, Wis.	PrC	730	640	1370	2610	......	990	3600	
Lebanon Valley Col.	Annville, Pa.	PrC	550	400	950	1950	70	1050	3070	
Lee Col.	Cleveland, Tenn.	PrC	560	580	1140	800	51	775	1626	
Lehigh Univ.	Bethlehem, Pa.	PrM	3230	150	3380	2450	......	1150	3600	
LeMoyne Col.	Syracuse, N. Y.	PrC	1050	650	1700	2000	10	1050	3060	
LeMoyne-Owen Col.	Memphis, Tenn.	PrC	220	410	630	710	65	......	775	No housing
Lenoir Rhyne Col.	Hickory, N. C.	PrC	640	660	1300	1275	141	675	2091	
Lesley Col.	Cambridge, Mass.	PrW	......	630	630	2350	90	1200	3640	
LeTourneau Col.	Longview, Tex.	PrC	710	100	810	1120	83	925	2128	3 sems. avail.
Lewis & Clark Col.	Portland, Ore.	PrC	840	860	1700	1900	315	1050	3265	4 qtrs. avail.
Lewis Col.	Lockport, Ill.	PrC	1700	700	2400	1350	61	1000	2411	
Limestone Col.	Gaffney, S. C.	PrC	200	500	700	1225	......	1070	2295	
Lincoln Memorial Univ.	Harrogate, Tenn.	PrC	440	280	720	1245	......	855	2100	4 qtrs. avail.
Lincoln Univ.	Jefferson City, Mo.	PuC	1160	810	1970	350	13	700	1063	Out of state +$270
Lincoln Univ.	Lincoln University, Pa.	PrC	660	370	1030	1100	300	1100	2500	
Lindenwood Colleges, The	St. Charles, Mo.	PrCo	200	550	750	1950	85	1150	3185	
Linfield Col.	McMinnville, Ore.	PrC	600	480	1080	1600	100	975	2675	
Little Rock Univ.	Little Rock, Ark.				See:	Arkansas, Univ. of, Little Rock				
Livingston Univ.	Livingston, Ala.	PuC	1200	600	1800	390	60	750	1200	Out of state +$180. 4 qtrs. avail.
Livingstone Col.	Salisbury, N. C.	PrC	400	500	900	800	100	680	1580	
Lock Haven State Col.	Lock Haven, Pa.	PuC	1200	1400	2600	650	115	720	1485	Out of state +$640
Loma Linda Univ.	Riverside, Cal.	PrC	790	790	1580	1626	......	972	2598	
Lone Mountain Col.	San Francisco, Cal.	PrC	100	500	600	1500	30	1300	2830	3 sems. avail.
Long Island Univ.,										
Brooklyn Center	Brooklyn, N. Y.	PrC	3000	1000	4000	1676	......	1172	2848	
C. W. Post Center	Greenvale, N. Y.	PrC	4990	2140	7130	—1152—		750	1902	
Southampton Col.	Southampton, N. Y.	PrC	830	390	1220	1984	240	1350	3574	
Longwood Col.	Farmville, Va.	PuW	......	2300	2300	400	130	1015	[illegible]	Out of state +$350. Acceleration avail.
Loras Col.	Dubuque, Ia.	PrM	1550	......	1550	1500	......	950	2450	
Loretto Heights Col.	Denver, Col.	PrC	140	620	760	3200*	150	......	3350	*Includes R&B
Louisiana Col.	Pineville, La.	PrC	500	410	910	600	162	732	1494	
Louisiana Polytechnic Inst.	Ruston, La.				See:	Louisiana Tech. Univ.				
Louisiana State U. & A&M Col.	Baton Rouge, La.	PuC	8100	5400	13,500	......	320	745	1065	Out of state +$630

NAME OF INSTITUTION	LOCATION	UNDERGRADUATE ENROLLMENT				1971-1972 FIXED COSTS				COMMENTS
		Type	Men	Women	Total	Tuition	Fees	R & B	Total	
L (continued)										
Louisiana State U. & A&M Col.‡	Alexandria, La.	PuC	520	320	840	......	$180	......	$ 180	Out of state +$500. No housing
" " " " " "	New Orleans, La.	PuC	4600	3600	8200	......	260	$ 875*	1135	Out of state +$630. *5-day board
Louisiana Tech. Univ.	Ruston, La.	PuC	4680	2350	7030	......	290	807	1097	Out of state +$630. 4 qtrs. avail.
Louisville, Univ. of	Louisville, Ky.	PuC	3170	1430	4600	$1050	......	900	1950	Out of state +$900
Lowell Tech. Inst.	Lowell, Mass.	PuC	3300	200	3500	200	90	755	1045	Out of state +$400
Loyola Col.‡	Baltimore, Md.	PrM	900	40*	940	1500	48	1100	2648	*Day students
Loyola Univ.‡	Chicago, Ill.	PrC	4300	2500	6800	1650	15	1080	2745	
Loyola Univ.	New Orleans, La.	PrC	1550	850	2400	1500	50	1100	2650	
Loyola Univ. of Los Angeles	Los Angeles, Cal.	PrC	1800	100	1900	1815	55	1065	2935	
Luther Col.	Decorah, Ia.	PrC	1030	1020	2050	1600	425	910	2935	
Lycoming Col.	Williamsport, Pa.	PrC	900	600	1500	—1950—		1050	3000	
Lynchburg Col.	Lynchburg, Va.	PrC	720	800	1520	1450	200	1150	2800	Guaranteed cost
Lyndon State Col.	Lyndonville, Vt.	PuC	410	310	720	475	116	1040	1631	Out of state +$750
M										
Macalester Col.	St. Paul, Minn.	PrC	1130	1000	2130	2250	......	1000	3250	
McKendree Col.	Lebanon, Ill.	PrC	350	200	550	1550	160	1170	2880	
MacMurray Col.	Jacksonville, Ill.	PrCo	500	500	1000	2250	100	1150	3500	
McMurry Col.	Abilene, Tex.	PrC	750	550	1300	960	64	790	1814	
McNeese State Col.	Lake Charles, La.	PuC	2600	1800	4400	274	......	760	1034	Out of state +$630
McPherson Col.	McPherson, Kan.	PrC	380	260	640	1240	110	944	2294	
Madison Col.	Harrisonburg, Va.	PuC	820	2980	3800	440	265	861	1566	Out of state +$400
Madonna Col.	Livonia, Mich.	PrW	......	700	700	850	50	900	1800	
Maine, Univ. of	Orono, Me.	PuC	5280	3410	8690	450	12	1070	1532	Out of state +$900
Farmington	Farmington, Me.	PuC	560	840	1400	240	......	1000	1240	Out of state +$1000
Fort Kent	Fort Kent, Me.	PuC	210	210	420	240	85	1000	1325	Out of state +$760
Portland-Gorham	Portland, Me.	PuC	1600	1750	3350	350	17	1000	1367	Out of state +$650
Presque Isle.	Presque Isle, Me.	PuC	270	380	650	250	......	1000	1250	Out of state +$1000
Malone Col.	Canton, O.	PrC	320	340	660	1488	114	924	2526	
Manchester Col.	N. Manchester, Ind.	PrC	750	750	1500	......	......	......	2560	
Manhattan Bible Col.	Manhattan, Kan.	PrC	90	80	170	520	72	724	1316	
Manhattan Col.‡	Bronx, N. Y.	PrM	3800	......	3800	1700	......	1150	2850	
Manhattanville Col.	Purchase, N. Y.	PrC	80	1320	1400	2400	......	1350	3750	
Mankato State Col.	Mankato, Minn.	PuC	6200	5550	11,750	324	120	855	1299	Out of state +$396. 4 qtrs. avail.
Mansfield State Col.	Mansfield, Pa.	PuC	1240	1790	3030	650	30	720	1400	Out of state +$1290. 3 sems. avail.
Marian Col.	Indianapolis, Ind.	PrC	530	570	1100	1300	100	860	2260	
Marian Col. of Fond du Lac	Fond du Lac, Wis.	PrC	60	350	410	800	60	875	1735	
Marietta Col., The	Marietta, O.	PrC	1160	780	1940	2050	......	1050	3100	
Marillac Col.	St. Louis, Mo.	PrW	......	250	250	700	36	900	1636	
Marion Col.	Marion, Ind.	PrC	420	480	900	1470	160	900	2530	
Marist Col.	Poughkeepsie, N. Y.	PrC	1050	500	1550	1750	50	1250	3050	
Marlboro Col.	Marlboro, Vt.	PrC	120	100	220	2700	126	1050	3876	
Marquette Univ.	Milwaukee, Wis.	PrC	4200	2700	6900	1835	10	950	2795	Engineering +$150
Mars Hill Col.	Mars Hill, N. C.	PrC	800	700	1500	1150	60	700	1910	
Marshall Univ.	Huntington, W. Va.	PuC	......	......	9170	150	120	1000	1270	Out of state +$800
Mary Baldwin Col.	Staunton, Va.	PrW	......	730	730	3600*	48	......	3648	3-yr. B.A. program avail. *Includes R&B
Mary Col.	Bismarck, N. D.	PrC	220	380	600	900	31	830	1761	
Mary Hardin-Baylor Col.	Belton, Tex.	PrC	300	600	900	640	80	730	1450	Guaranteed tuition
Mary Manse Col.	Toledo, O.	PrW	......	400	400	1200	40	900	2140	
Mary Washington Col. of the Univ. of Va.	Fredericksburg, Va.	PuC	30	2100	2130	685	87	698	1470	Out of state +$755
Marycrest Col.	Davenport, Ia.	PrC	100	650	750	1400	......	950	2350	
Marygrove Col.	Detroit, Mich.	PrW	......	750	750	1400	50	1200	2650	
Maryland, Univ. of‡	College Park, Md.	PuC	15,000	11,000	26,000	410	......	980	1390	Out of state +$600
Eastern Shore	Princess Anne, Md.	PuC	500	350	850	260	54	850	1164	Out of state +$200
Maryland State Col.	Princess Anne, Md.				See:	Univ. of Maryland, Eastern Shore				
Marylhurst Col.‡	Marylhurst, Ore.	PrW	......	400	400	1200	56	910	2166	
Marymount Col.	Los Angeles, Cal.	PrW	......	850	850	1815	35	1140	2990	
Marymount Col.	Salina, Kan.	PrC	120	460	580	1400	......	1050	2450	
Marymount Col.	Tarrytown, N. Y.	PrW	......	1050	1050	2400	115	1300	3815	
Marymount Manhattan Col.	New York, N. Y.	PrW	......	730	730	1950	40	1800	3790	
Maryville Col.	St. Louis, Mo.	PrW	40*	540	580	1600	30	1300	2930	*Special students
Maryville Col.	Maryville, Tenn.	PrC	420	400	820	1375	135	900	2410	Acceleration avail.
Marywood Col.	Scranton, Pa.	PrW	......	1300	1300	1380	100	1100	2580	
Massachusetts, Univ. of Amherst‡	Amherst, Mass.	PuC	8800	6900	15,700	200	201	1090*	1491	Out of state +$400. *5-day board
Boston	Boston, Mass.	PuC	2400	2100	4500	200	54	......	254	Out of state +$400. No housing

NAME OF INSTITUTION	LOCATION	UNDERGRADUATE ENROLLMENT				1971-1972 FIXED COSTS				COMMENTS
		Type	Men	Women	Total	Tuition	Fees	R & B	Total	
M (continued)										
Massachusetts Inst. of Tech.	Cambridge, Mass.	PrC	3800	300	4100	$2650	$230	$1450	$4330	
Mayville State Col.	Mayville, N. D.	PuC	510	410	920	285	100	630	1015	Out of state +$681. 4 qtrs. avail.
Medaille Col.	Buffalo, N. Y.	PrC	80	250	330	1050	30	......	1080	No housing
Memphis Academy of Arts, The	Memphis, Tenn.	PrC	90	80	170	850	15	1200	2065	County resident $150 less
Memphis State Univ.‡	Memphis, Tenn.	PuC	10,100	8100	18,200	265	......	1038	1303	Out of state +$480
Menlo Col.	Menlo Park, Cal.	PrC	550	120	670	2030	170	1250	3450	
Mercer Univ.	Macon, Ga.	PrC	900	600	1500	1805	......	981	2786	Guaranteed tuition. 4 qtrs. avail.
Mercy Col.	Dobbs Ferry, N. Y.	PrC	250	750	1000	1500	200	......	1700	No housing
Mercy Col. of Detroit	Detroit, Mich.	PrC	200	1100	1300	1250	150	1200	2600	
Mercyhurst Col.	Erie, Pa.	PrC	300	550	850	1550	125	1000	2675	Acceleration avail.
Meredith Col.	Raleigh, N. C.	PrW	......	1100	1100	1500	......	1000	2500	
Merrimack Col.	N. Andover, Mass.	PrC	1200	800	2000	1700	135	1200	3035	
Messiah Col.	Grantham, Pa.	PrC	350	400	750	1600	70	910	2580	
Methodist Col.	Fayetteville, N. C.	PrC	430	320	750	900	300	1000	2200	
Miami, Univ. of	Coral Gables, Fla.	PrC	6500	3500	10,000	2000	114	1165	3279	
Miami Univ.	Oxford, O.	PuC	6300	5300	11,600	600	172	1140	1912	Out of state +$1050. 4 qtrs. avail.
Michigan, Univ. of	Ann Arbor, Mich.	PuC	13,000	10,000	23,000	568	......	1236	1804	Out of state +$1232. 3 terms avail.
Michigan State Univ.	E. Lansing, Mich.	PuC	18,110	15,420	33,530	630	......	1083	1713	Out of state +$855. 4 qtrs. avail.
Michigan Technological Univ.	Houghton, Mich.	PuC	4600	600	5200	480	......	1050	1530	Out of state +$960. 4 qtrs. avail.
Middle Tenn. State Univ.	Murfreesboro, Tenn.	PuC	4210	3340	7550	......	268	700	968	Out of state +$480. Acceleration avail.
Middlebury Col.	Middlebury, Vt.	PrC	980	700	1680	......	......	......	3900	
Midland Lutheran Col.‡	Fremont, Neb.	PrC	540	520	1060	1050	180	800	2030	
Midwestern Univ.	Wichita Falls, Tex.	PuC	1800	1200	3000	100	90	920*	1110	Out of state +$300. *5-day board
Millersville State Col.	Millersville, Pa.	PuC	2050	2350	4400	650	88	720	1458	Out of state +$540. Acceleration avail.
Milligan Col.	Milligan, Tenn.	PrC	480	360	840	950	......	852	1802	3 sems. avail.
Millikin Univ.	Decatur, Ill.	PrC	750	700	1450	2150	50	1130	3330	
Mills Col.	Oakland, Cal.	PrW	......	900	900	2080	215	1590	3885	
Mills Col. of Educ.‡	New York, N. Y.	PrW	......	450	450	2200	......	1382	3582	
Millsaps Col.	Jackson, Miss.	PrC	520	480	1000	1000	410	750	2160	3 sems. avail.
Milton Col.	Milton, Wis.	PrC	620	260	880	1450	130	1000	2580	
Milwaukee School of Eng.	Milwaukee, Wis.	PrC	1700	10	1710	1800	......	1050	2850	4 qtrs. avail.
Minnesota, Univ. of	Minneapolis, Minn.	PuC	32,000	19,000	51,000	399	123	1115	1637	Out of state +$741
Minot State Col.	Minot, N. D.	PuC	1400	1400	2800	396	......	550	946	Out of state +$381. 4 qtrs. avail.
Misericordia Col.	Dallas, Pa.	PrW	......	900	900	1600	130	1000	2730	
Mississippi, Univ. of	University, Miss.	PuC	4300	2350	6650	—506—		900	1406	Out of state +$600
Mississippi Col.	Clinton, Miss.	PrC	970	780	1750	864	94	660	1618	
Mississippi State Col. for Women	Columbus, Miss.	PuW	......	2600	2600	......	541	739	1280	Out of state +$600
Mississippi State Univ.	State College, Miss.	PuC	5500	2000	7500	418	74	760	1252	Out of state +$600. 3 sems. avail.
Mississippi Valley State Col.	Itta Bena, Miss.	PuC	1200	1340	2540	271	......	517	788	Out of state +$600
Missouri, Univ. of	Columbia, Mo.	PuC	10,000	7000	17,000	—500—		970	1470	Out of state +$920
" " "	Kansas City, Mo.	PuC	3930	2350	6280	......	510	1010	1520	Out of state +$920
" " "	Rolla, Mo.	PuC	5200	400	5600	535	......	940	1475	Out of state +$920
" " "	St. Louis, Mo.	PuC	5250	3850	9100	......	509	......	509	Out of state +$920. No housing
Missouri Southern State Col.	Joplin, Mo.	PuC	1900	1300	3200	—190—		820	1010	Noncounty +$110, out of state +$600
Missouri Valley Col.	Marshall, Mo.	PrC	620	260	880	1295	74	950	2319	
Molloy Catholic Col. for Women	Rockville Centre, N. Y.	PrW	......	800	800	1400	207	......	1607	No housing
Monmouth Col.	Monmouth, Ill.	PrC	770	530	1300	2470	45	1125	3640	
Monmouth Col.	W. Long Branch, N. J.	PrC	2400	2100	4500	1600	40	1200	2840	
Montana, Univ. of	Missoula, Mont.	PuC	5170	2660	7830	414	......	900	1314	Out of state +$667. 4 qtrs. avail.
Montana Col. of Mineral Science & Tech.	Butte, Mont.	PuC	700	300	1000	......	325	800	1125	Out of state +$667
Montana State Univ.‡	Bozeman, Mont.	PuC	5110	2980	8090	......	427	870	1297	Out of state +$668
Montclair State Col.	Upper Montclair, N. J.	PuC	2500	3500	6000	350	119	1000	1469	Out of state +$700
Monterey Inst. of Foreign Studies	Monterey, Cal.	PrC	100	90	190	1750	115	1500*	3365	Junior-senior program only. *No housing; off-campus est.
Montevallo, Univ. of	Montevallo, Ala.	PuC	1250	1400	2650	360	......	730	1090	Out of state +$210
Moorhead State Col.	Moorhead, Minn.	PuC	2800	2600	5400	384	90	852	1326	Out of state +$336. 4 qtrs. avail.
Moravian Col.	Bethlehem, Pa.	PrC	730	540	1270	2265	78	1200	3543	
Morehead State Univ.	Morehead, Ky.	PuC	3200	3200	6400	240	70	800	1110	Out of state +$500
Morehouse Col.	Atlanta, Ga.	PrM	1100	......	1100	1250	150	1105	2505	
Morgan State Col.	Baltimore, Md.	PuC	1940	2210	4150	200	190	963	1353	Out of state +$300
Morningside Col.	Sioux City, Ia.	PrC	660	600	1260	1610	90	800	2500	

NAME OF INSTITUTION	LOCATION	UNDERGRADUATE ENROLLMENT				1971-1972 FIXED COSTS				COMMENTS
		Type	Men	Women	Total	Tuition	Fees	R & B	Total	
M (continued)										
Morris Brown Col.	Atlanta, Ga.	PrC	600	950	1550	$1225	$200	$ 810	$2235	
Morris Harvey Col.	Charleston, W. Va.	PrC	1000	850	1850	1400	112	950	2462	In-state student $600 less
Mt. Angel Col.	Mt. Angel, Ore.	PrC	170	150	320	1395	57	990	2442	4 qtrs. avail.
Mount Angel Sem.	Saint Benedict, Ore.	PrM	100	......	100	1100	25	900	2025	
Mount Holyoke Col.	S. Hadley, Mass.	PrW	20*	1780	1800	2450	......	1400	3850	*Exchange students
Mount Marty Col.	Yankton, S. D.	PrC	150	450	600	950	220	900	2070	
Mount Mary Col.	Milwaukee, Wis.	PrW	......	900	900	1000	20	900	1920	
Mount Mercy Col.	Cedar Rapids, Ia.	PrC	90	520	610	1260	250	1000	2510	
Mount Saint Agnes Col.†	Baltimore, Md.	PrW	......	450	450	1300	......	1200	2500	
Mount Saint Joseph on the Ohio, Col. of	Mount Saint Joseph, O.	PrW	......	900	900	1300	120	1140	2560	
Mount Saint Mary Col.	Hooksett, N. H.	PrW	......	300	300	1500	125	1200	2825	
Mount Saint Mary Col.	Newburgh, N. Y.	PrC	80	640	720	1650	95	1200	2945	
Mount Saint Mary's Col.	Emmitsburg, Md.	PrM	1100	......	1100	1520	140	1050	2710	
Mount St. Scholastica Col.	Atchison, Kan.				See:	St. Benedict's Col.				
Mount St. Vincent, Col. of	Riverdale, N. Y.	PrW	......	1000	1000	1800	30	1400	3230	
Mount Union Col.	Alliance, O.	PrC	670	590	1260	1920	240	990	3150	
Muhlenberg Col.	Allentown, Pa.	PrC	900	600	1500	—2250—		1050	3300	
Mundelein Col.	Chicago, Ill.	PrW	......	1300	1300	1650	36	1080	2766	
Murray State Univ.	Murray, Ky.	PuC	3500	2700	6200	300	20	710	1030	Out of state +$500. Acceleration avail.
Muskingum Col.	New Concord, O.	PrC	750	720	1470	2204	62	1050	3316	
N										
Nasson Col.	Springvale, Me.	PrC	570	310	880	2300	50	1250	3600	
National Col. of Educ.	Evanston, Ill.	PrC	60	580	640	2400	......	1500	3900	4 qtrs. avail.
Nazareth Col.	Nazareth, Mich.	PrC	30	470	500	1272	35	1060	2367	
Nazareth Col. of Rochester	Rochester, N. Y.	PrW	......	1200	1200	1800	44	1150	2994	
Nebraska, Univ. of‡	Lincoln, Neb.	PuC	9100	5350	14,450	458	......	880	1338	Out of state +$500
Omaha	Omaha, Neb.	PuC	5500	2600	8100	600	60	......	660	Out of state +$460. No housing
Nebraska Wesleyan Univ.	Lincoln, Neb.	PrC	650	650	1300	1600	95	900	2595	Guaranteed tuition
Nevada, Univ. of	Reno, Nev.	PuC	3700	2500	6200	......	520	1150	1670	Out of state +$1000
" " "	Las Vegas, Nev.	PuC	4090	2410	6500	529	......	1100	1629	Out of state +$1000
New Col.	Sarasota, Fla.	PrC	320	210	530	2900	45	1300	4245	3-yr. B.A. program
New England Col.	Henniker, N. H.	PrC	700	370	1070	2000	177	1100	3277	
New Hampshire, Univ. of	Durham, N. H.	PuC	4400	3500	7900	810	115	1000	1925	Out of state +$1190
New Hampshire Col.	Manchester, N. H.	PrC	750	250	1000	—1825—		1200	3025	
New Haven, Univ. of	West Haven, Conn.	PrC	2200	400	2600	1485	40	1150	2675	
New Mexico, Univ. of‡	Albuquerque, N. M.	PuC	6300	4200	10,500	—420—		933	1353	Out of state +$630
New Mexico Highlands Univ.	Las Vegas, N. M.	PuC	1620	880	2500	330	15	765	1110	Out of state +$525. 4 qtrs. avail.
New Mexico Inst. of Tech.	Socorro, N. M.	PuC	720	150	870	210	110	820	1140	Out of state +$630
New Mexico State Univ.	Las Cruces, N. M.	PuC	5500	2700	8200	454	60	880	1394	Out of state +$630
New Rochelle, Col. of	New Rochelle, N. Y.	PrW	......	900	900	2050	40	1250	3340	
New York, The City Univ. of Brooklyn Col.	Brooklyn, N. Y.	PuC	7740	8560	16,300	......	106	......	106	
City Col.	New York, N. Y.	PuC	8400	4800	13,200	......	116	......	116	Out of state +$900. Noncity resident +$400. No housing
Herbert H. Lehman Col.	Bronx, N. Y.	PuC	3000	4300	7300	......	120	......	120	
Queens Col.	Flushing, N. Y.	PuC	6500	8500	15,000	......	130	......	130	
York Col.	Flushing, N. Y.	PuC	1500	1200	2700	......	106	......	106	
New York, State Univ. of	Albany, N. Y.	PuC	4050	4020	8070	550	25	1170	1745	
" " " " "	Binghamton, N. Y.	PuC	2720	2210	4930	550	25	1130	1705	
" " " " "	Buffalo, N. Y.	PuC	7520	5170	12,690	550	25	1130	1705	
" " " " "	Stony Brook, N. Y.	PuC	4090	2730	6820	550	25	1094	1669	
New York, State Univ. of State Univ. Col.	Brockport, N. Y.	PuC	3340	3960	7300	550	25	1130	1705	
" " "	Buffalo, N. Y.	PuC	2890	3580	6270	550	25	1100	1675	
" " "	Cortland, N. Y.	PuC	1860	2420	4280	550	25	1162	1737	Out of state +$350
" " "	Fredonia, N. Y.	PuC	1650	2350	4000	550	25	1130	1705	
" " "	Geneseo, N. Y.	PuC	1580	2380	3960	550	25	1148	1723	
" " "	New Paltz, N. Y.	PuC	2290	2980	5270	550	25	1200	1775	
" " "	Old Westbury, N. Y.	PuC	220	180	400	550	25	1130	1705	
" " "	Oneonta, N. Y.	PuC	1670	2800	4470	550	25	1100	1675	
" " "	Oswego, N. Y.	PuC	3350	3100	6450	550	25	1130	1705	
" " "	Plattsburgh, N. Y.	PuC	1730	2400	4130	550	25	1150	1725	
" " "	Potsdam, N. Y.	PuC	1240	2550	3790	550	25	1170	1745	
" " "	Purchase, N. Y.	PuC	190	330	520	550	25	1000	1575	

NAME OF INSTITUTION	LOCATION	UNDERGRADUATE ENROLLMENT				1971-1972 FIXED COSTS				COMMENTS
		Type	Men	Women	Total	Tuition	Fees	R & B	Total	
N (continued)										
New York, State Univ. of (cont.)										
State Univ. Col. (cont.)										
Herkimer-Rome-Utica	Frankfort, N. Y.	PuC	......	......	80	$ 550	$ 25	......	$ 575	Out of state +$350. No housing
Col. of Agr., Cornell	Ithaca, N. Y.	PuC	1990	460	2450	550	350	$1400	2300	Out of state +$350
Col. of Ceramics, Alfred	Alfred, N. Y.	PuC	410	90	500	550	280	1300	2130	
Col. of Forestry, Syracuse	Syracuse, N. Y.	PuC	1230	80	1310	550	25	1255	1830	
Col. of Human Ecology, Cornell	Ithaca, N. Y.	PuC	30	1040	1070	550	425	1400	2375	
Col. of Indus. & Labor Rel., Cornell	Ithaca, N. Y.	PuC	390	70	460	550	300	1400	2250	
Downstate Medical Center	Brooklyn, N. Y.	PuC	90	240	330	550	25	550*	1125	Out of state +$350. *Room only
Maritime Col. at Ft. Schuyler	Bronx, N. Y.	PuM	780	......	780	550	25	1190	1765	Out of state +$350
Upstate Medical Center	Syracuse, N. Y.	PuC	50	260	310	550	25	550*	1125	Out of state +$350. *Room only
New York Univ.	New York, N. Y.	PrC	5700	4000	9700	2550	178	1800	4528	
Newark Col. of Eng.‡	Newark, N. J.	PuC	2900	60	2960	400	90	750*	1240	Out of state +$400. *No housing; off-campus est.
Newark State Col.	Union, N. J.	PuC	1320	3120	4440	350	132	1000	1482	Out of state +$350
Newberry Col.	Newberry, S. C.	PrC	530	270	800	1300	170	920	2390	
Newcomb Col.	New Orleans, La.	PrCo	......*	1420	1420	2100	225	1120	3665	*See Tulane Univ.
Newton Col. of the Sacred Heart	Newton, Mass.	PrW	......	850	850	2100	......	1300	3400	
Niagara Univ.	Niagara Univ., N. Y.	PrC	1750	850	2600	1800	100	1100	3000	
Nichols Col.	Dudley, Mass.	PrC	700	10	710	1650	40	1200	2890	
Norfolk State Col.‡	Norfolk, Va.	PuC	2130	2010	4140	420	35	775	1230	Out of state +$170
North Adams State Col.	North Adams, Mass.	PuC	550	750	1300	200	65	700	965	Out of state +$400
North Carolina, Univ. of	Chapel Hill, N. C.	PuC	7820	3320	11,140	225	173	1017	1415	Out of state +$725
Asheville	Asheville, N. C.	PuC	500	500	1000	260	144	960	1364	Out of state +$590
Charlotte	Charlotte, N. C.	PuC	1610	1340	2950	225	157	800*	1182	Out of state +$725. *5-day board
Greensboro	Greensboro, N. C.	PuC	550	4450	5000	225	280	740	1245	Out of state +$725
Wilmington	Wilmington, N. C.	PuC	900	540	1440	260	117	850	1227	Out of state +$540. 3 sems. avail.
North Carolina Agr. & Tech. State Univ.	Greensboro, N. C.	PuC	2280	1520	3800	251	292	745	1288	Out of state +$699
North Carolina Central Univ.‡	Durham, N. C.	PuC	1300	2000	3300	200	197	675	1072	Out of state +$750
North Carolina State Univ. at Raleigh	Raleigh, N. C.	PuC	9300	2120	11,420	225	196	899	1320	Out of state +$725
North Carolina Wesleyan Col.	Rocky Mount, N. C.	PrC	350	350	700	—1500—		1000	2500	
North Central Col.	Naperville, Ill.	PrC	400	400	800	2055	42	1050	3147	
North Dakota, Univ. of	Grand Forks, N. D.	PuC	3970	3050	7020	354	92	780	1226	Out of state +$578
" " " "	Ellendale, N. D.	PuC	100	60	160	285	70	543	898	Out of state +$381
North Dakota State Univ.	Fargo, N. D.	PuC	4200	2000	6200	354	81	800	1235	Out of state +$579
North Georgia Col.	Dahlonega, Ga.	PuC	600	600	1200	315	90	819	1224	Out of state +$405. 4 qtrs. avail.
North Park Col.	Chicago, Ill.	PrC	560	600	1160	1920	125	1095	3140	Guaranteed cost. 4 qtrs. avail.
North Texas State Univ.	Denton, Tex.	PuC	6300	4600	10,900	100	130	952	1182	Out of state +$300
Northeast Louisiana State Col.	Monroe, La.	PuC	4210	3820	8030	......	258	800	1058	Out of state +$630
Northeast Missouri State Col.	Kirksville, Mo.	PuC	3250	2550	5800	—260—		736	996	Out of state +$460
Northeastern Collegiate Bible Inst.	Essex Fells, N. J.	PrC	140	140	280	900	170	1088	2158	
Northeastern Illinois State Col.	Chicago, Ill.	PuC	1600	3200	4800	420	81	......	501	Out of state +$846. 3 sems. avail. No housing
Northeastern State Col.	Tahlequah, Okla.	PuC	3260	2500	5760	315	15	760	1090	Out of state +$435
Northeastern Univ.	Boston, Mass.	PrC	11,000	4000	15,000	1700	152	1350	3202	Co-op study-related jobs for upperclassmen
Northern Arizona Univ.	Flagstaff, Ariz.	PuC	4450	4000	8450	304	......	750	1054	Out of state +$693
Northern Colorado, Univ. of	Greeley, Col.	PuC	3840	5300	9140	255	135	884	1274	Out of state +$450. 4 qtrs. avail.
Northern Illinois Univ.	DeKalb, Ill.	PuC	8890	9540	18,430	345	142	1080	1567	Out of state +$720
Northern Iowa, Univ. of	Cedar Falls, Ia.	PuC	3640	4500	8140	600	......	860	1460	Out of state +$400
Northern Michigan Univ.	Marquette, Mich.	PuC	4300	3000	7300	510	32	1084	1626	Out of state +$1190
Northern State Col.	Aberdeen, S. D.	PuC	1700	1500	3200	336	71	620	1027	Out of state +$384
Northland Col.	Ashland, Wis.	PrC	480	220	700	1795	66	920	2781	
Northrop Inst. of Tech.	Inglewood, Cal.	PrC	2000	10	2010	1467	46	1158	2671	4 qtrs. avail.
Northwest Missouri State Col.	Maryville, Mo.	PuC	3000	2800	5800	......	300	800	1100	Out of state +$360
Northwest Nazarene Col.	Nampa, Ida.	PrC	520	600	1120	1125	198	945	2268	
Northwestern Col.	Orange City, Ia.	PrC	390	360	750	1550	......	830	2380	
Northwestern State Col.	Alva, Okla.	PuC	1450	1150	2600	336	14	620	970	Out of state +$464
Northwestern State Univ.	Natchitoches, La.	PuC	......	......	4930	......	282	760	1042	Out of state +$630. 3 sems. avail.
Northwestern Univ.	Evanston, Ill.	PrC	3750	2690	6440	2700	......	1250	3950	4 qtrs. avail.
Norwich Univ.	Northfield, Vt.	PrM	950	......	950	1900	226	1004	3130	
Notre Dame, Col. of	Belmont, Cal.	PrC	100	520	620	1450	53	1200	2703	
Notre Dame, Univ. of	Notre Dame, Ind.	PrM	6500	......	6500	2200	50	1000	3250	
Notre Dame Col.	Cleveland, O.	PrW	......	600	600	1000	120	1000	2120	
Notre Dame of Maryland, Col. of	Baltimore, Md.	PrW	......	630	630	1500	55	1200	2755	

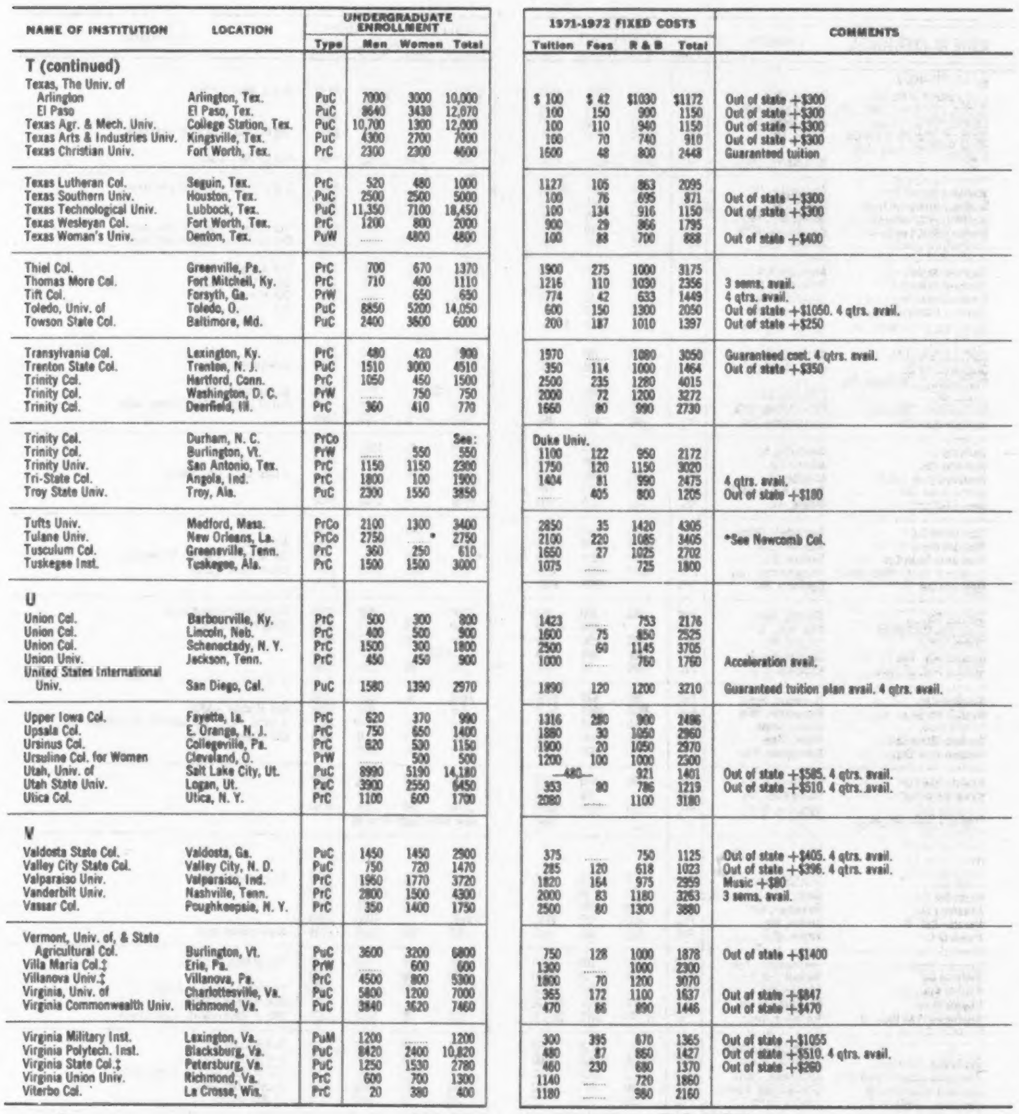
NAME OF INSTITUTION	LOCATION	UNDERGRADUATE ENROLLMENT				1971-1972 FIXED COSTS				COMMENTS
		Type	Men	Women	Total	Tuition	Fees	R & B	Total	
O										
Oakland City Col.	Oakland City, Ind.	PrC	380	320	700	$1215	$ 51	$ 812	$2078	4 qtrs. avail.
Oakland Univ.	Rochester, Mich.	PuC	2700	2600	5300	624	30	1050	1704	Out of state +$864. 3 sems. avail.
Oakwood Col.	Huntsville, Ala.	PrC	300	340	640	1496	72	750	2318	4 qtrs. avail.
Oberlin Col.	Oberlin, O.	PrC	1400	1200	2600	2550	170	1180	3900	
Occidental Col.	Los Angeles, Cal.	PrC	1020	730	1750	2400	60	1300	3760	
Ohio Dominican Col.	Columbus, O.	PrC	300	500	800	—1400—		1100	2500	
Ohio Northern Univ.	Ada, O.	PrC	1500	700	2200	1815	156	975	2946	Engineering & pharmacy +$195. 4 qtrs. avail.
Ohio State Univ., The	Columbus, O.	PuC	20,160	13,540	33,700	630	......	1018	1648	Out of state +$1050. 4 qtrs. avail.
Ohio Univ.	Athens, O.	PuC	11,200	8000	19,200	660	16	1284	1960	Out of state +$1050. 4 qtrs. avail.
Ohio Wesleyan Univ.	Delaware, O.	PrC	1280	1220	2500	2450	......	1125	3575	
Oklahoma, Univ. of	Norman, Okla.	PuC	7700	4800	12,500	420	10	880	1310	Out of state +$660
Oklahoma Baptist Univ.	Shawnee, Okla.	PrC	800	900	1700	750	35	820	1605	
Oklahoma Christian Col.	Oklahoma City, Okla.	PrC	580	600	1180	1010	......	780	1790	3 sems. avail.
Oklahoma City Univ.	Oklahoma City, Okla.	PrC	980	720	1700	900	25	810	1735	
Oklahoma Col. of Liberal Arts	Chickasha, Okla.	PuC	360	570	930	441	30	1065	1536	Out of state +$609. 3 sems. avail.
Oklahoma State Univ.	Stillwater, Okla.	PuC	14,000	6000	20,000	448	14	760	1222	Out of state +$700. 3 sems. avail.
Old Dominion Univ.‡	Norfolk, Va.	PuC	3640	2740	6380	470	......	1160*	1630	Out of state +$400. *No housing; off-campus est.
Olivet Col.	Olivet, Mich.	PrC	470	400	870	1770	55	1000	2825	
Olivet Nazarene Col.	Kankakee, Ill.	PrC	950	1000	1950	1200	108	920	2228	
Oregon, Univ. of	Eugene, Ore.	PuC	6180	4650	10,830	507	......	960	1467	Out of state +$1098. 4 qtrs. avail.
Oregon Col. of Educ.	Monmouth, Ore.	PuC	1700	2000	3700	408	......	825	1233	Out of state +$669. 4 qtrs. avail.
Oregon State Univ.	Corvallis, Ore.	PuC	8700	4700	13,400	480	......	960	1440	Out of state +$1100. 4 qtrs. avail.
Ottawa Univ.	Ottawa, Kan.	PrC	500	330	830	......	......	......	2930	Acceleration avail.
Otterbein Col.	Westerville, O.	PrC	700	700	1400	......	......	......	3190	
Ouachita Baptist Col.	Arkadelphia, Ark.	PrC	800	700	1500	600	150	775	1525	Guaranteed tuition
Our Lady of Holy Cross Col.	New Orleans, La.	PrC	20	130	150	700	20	......	720	No housing
Our Lady of the Elms, Col. of	Chicopee, Mass.	PrW	......	580	580	1300	100	900	2300	
Our Lady of the Lake Col.	San Antonio, Tex.	PrC	150	1000	1150	1050	50	930	2030	Acceleration avail.
Ozarks, The Col. of the	Clarksville, Ark.	PrC	390	260	650	600	50	850	1500	
P										
Pace Col.	New York, N. Y.	PrC	3000	1000	4000	1760	131	1425	3316	
Pacific, Univ. of the	Stockton, Cal.	PrC	1850	1750	3600	2510	100	1320	3930	Acceleration avail.
Pacific Christian Col.	Long Beach, Cal.	PrC	130	90	220	750	81	870	1701	
Pacific Col.	Fresno, Cal.	PrC	220	220	440	1200	105	915	2220	
Pacific Lutheran Univ.	Tacoma, Wash.	PrC	1200	1300	2500	1500	170	980	2650	
Pacific Oaks Col.	Pasadena, Cal.	PrC	20	250	270	1200	......	......	1200	No housing
Pacific Union Col.	Angwin, Cal.	PrC	1000	1000	2000	—1626—		870	2496	
Pacific Univ.‡	Forest Grove, Ore.	PrC	810	430	1240	1700	91	870	2661	In-state student $100 less
Paine Col.‡	Augusta, Ga.	PrC	250	450	700	1000	......	900	1900	
Pan American Col.	Edinburg, Tex.	PuC	2900	2400	5300	100	92	783	975	Out of state +$300
Panhandle State Col.	Goodwell, Okla.	PuC	880	520	1400	310	46	600	956	Out of state +$425
Park Col.	Parkville, Mo.	PrC	500	220	720	1930	44	1140	3114	Guaranteed tuition
Parsons Col.	Fairfield, Ia.	PrC	1500	500	2000	1570	150	1080	2800	3 sems. avail.
Pasadena Col.	Pasadena, Cal.	PrC	680	600	1280	1440	96	885	2421	
Paterson State Col.	Wayne, N. J.				See:	William Paterson Col. of New Jersey, The				
Pembroke Col.	Providence, R. I.	PrCo	......*	1200	1200	2850	......	1360	4210	*See Brown Univ.
Pembroke State Univ.	Pembroke, N. C.	PuC	1200	800	2000	200	130	500	830	Out of state +$600
Penn Wesleyan Col.	Allentown, Pa.	PrC	100	50	150	1035	190	770	1995	
Pennsylvania, Univ. of	Philadelphia, Pa.	PrC	4850	2750	7600	2450	337	1400	4187	
Pennsylvania State Univ., The	University Park, Pa.	PuC	24,020	10,260	34,280	675	......	1035	1710	Out of state +$825. 4 qtrs. avail.
Pepperdine Col.	Los Angeles, Cal.	PrC	700	500	1200	1860	14	1000	2874	3 sems. avail.
Peru State Col.	Peru, Neb.	PuC	600	400	1000	330	40	780*	1150	Out of state +$280. *5-day board
Pestalozzi Froebel Teachers Col.	Chicago, Ill.	PrC	20	280	300	1350	......	1200	2550	
Pfeiffer Col.‡	Misenheimer, N. C.	PrC	450	450	900	975	265	755	1995	
Pharmaceutical Sciences, Col. of—Columbia Univ.	New York, N. Y.	PrC	270	50	320	—2000—		1800	3800	
Philadelphia Col. of Art	Philadelphia, Pa.	PrC	520	580	1100	2100	200	1200	3500	
Philadelphia Col. of Pharmacy & Science	Philadelphia, Pa.	PrC	620	280	900	—1650—		560*	2210	*Room only
Philadelphia Col. of Textiles & Science	Philadelphia, Pa.	PrC	1100	100	1200	1600	......	1000	2600	3 sems. avail.
Philadelphia Musical Acad.	Philadelphia, Pa.	PrC	200	100	300	2000	......	1000*	3000	*No housing; off-campus est.
Phillips Univ.	Enid, Okla.	PrC	800	600	1400	1120	70	650	1840	Guaranteed tuition

NAME OF INSTITUTION	LOCATION	UNDERGRADUATE ENROLLMENT				1971-1972 FIXED COSTS				COMMENTS
		Type	Men	Women	Total	Tuition	Fees	R & B	Total	
P (continued)										
Piedmont Col.	Demorest, Ga.	PrC	300	300	600	$1125	$ 60	$ 810	$1995	4 qtrs. avail.
Pikeville Col.	Pikeville, Ky.	PrC	330	270	600	900	54	850	1804	
Pittsburgh, Univ. of‡	Pittsburgh, Pa.	PrC	7700	5300	13,000	1500	26	1100	2626	In-state student $950 less. 3 sems. avail.
Pitzer Col.	Claremont, Cal.	PrC	150	530	680	2500	155	1400	4055	
Plymouth State Col.	Plymouth, N. H.	PuC	1000	1200	2200	530	72	1000	1602	Out of state +$770
PMC Colleges	Chester, Pa.	PrC	1360	200	1560	2050	180	1200	3430	
Polytech. Inst. of Brooklyn	Brooklyn, N. Y.	PrC	2000	80	2080	2100	......	......	2100	No housing
Pomona Col.	Claremont, Cal.	PrC	750	550	1300	2400	112	1400	3912	
Portland, Univ. of	Portland, Ore.	PrC	930	650	1580	1700	35	1050	2785	Acceleration avail.
Portland State Univ.	Portland, Ore.	PuC	6560	4750	11,310	500	......	1050*	1550	Out of state +$1000. *No housing; off-campus est.
Prairie View Agr. & Mech. Col.	Prairie View, Tex.	PuC	2200	2100	4300	100	144	798	1042	Out of state +$300
Pratt Inst.	Brooklyn, N. Y.	PrC	1950	1200	3150	2240	85	1350	3675	
Presbyterian Col.	Clinton, S. C.	PrC	600	250	850	1485	150	915	2550	
Prescott Col.	Prescott, Ariz.	PrC	180	170	350	2000	100	1100	3200	
Princeton Univ.	Princeton, N. J.	PrC	3170	540	3710	—2800—		1460	4260	
Principia Col.	Elsah, Ill.	PrC	400	400	800	2331	240	1260	3831	
Providence Col.	Providence, R. I.	PrC	2000	300	2300	1950	......	1100	3050	
Puerto Rico, Univ. of	Rio Piedras, P. R.	PuC	15,100	16,400	31,500	147	......	500*	647	*Limited housing; off-campus est.
Puget Sound, Univ. of	Tacoma, Wash.	PrC	1400	1200	2800	1800	110	950	2860	
Purdue Univ.	Lafayette, Ind.	PuC	13,400	7200	20,600	......	700	1140	1840	Out of state +$900
Q										
Queens Col.	Charlotte, N. C.	PrW	......	650	650	3000*	70	......	3070	*Includes R&B
Quincy Col.	Quincy, Ill.	PrC	1000	800	1800	1400	21	910	2331	
Quinnipiac Col.	Hamden, Conn.	PrC	1300	1000	2300	1550	120	1250	2920	
R										
Radcliffe Col.	Cambridge, Mass.	PrW	......	1240	1240	2800	......	1670	4470	
Radford Col.	Radford, Va.	PuW	......	4000	4000	411	......	1089	1500	Out of state +$399. 4 qtrs. avail.
Randolph-Macon Col.	Ashland, Va.	PrC	800	60	860	2075	......	800	2875	
Randolph-Macon Woman's Col.	Lynchburg, Va.	PrW	......	830	830	......	68	......	3643*	*Includes tuition and R&B
Redlands, Univ. of	Redlands, Cal.	PrC	950	800	1750	2250	42	1050	3342	
Reed Col.	Portland, Ore.	PrC	650	450	1100	2700	110	1050	3860	In-state student $100 less
Regis Col.	Denver, Col.	PrC	800	500	1300	1500	80	1100	2680	
Regis Col.	Weston, Mass.	PrW	......	800	800	1700	105	1200	3005	
Rensselaer Polytech. Inst.	Troy, N. Y.	PrC	3500	200	3700	2475	135	1200	3810	
Rhode Island, Univ. of	Kingston, R. I.	PuC	4560	3440	8000	......	464	1150	1614	Out of state +$1050
Rhode Island Col.	Providence, R. I.	PuC	1000	2500	3500	......	370	925	1295	Out of state +$685
Rhode Island School of Design	Providence, R. I.	PrC	600	600	1200	2350	80	1175	3605	
Rice Univ.	Houston, Tex.	PrC	1780	620	2400	2100	70	1270	3440	
Richmond, Univ. of	Richmond, Va.	PrCo	1980	620	2600	1300	65	950	2315	
Ricker Col.	Houlton, Me.	PrC	520	120	640	1775	50	1000	2825	
Rider Col.	Trenton, N. J.	PrC	2160	1440	3600	1700	......	1000	2700	
Rio Grande Col.	Rio Grande, O.	PrC	480	350	830	1700	10	1050	2760	
Ripon Col.	Ripon, Wis.	PrC	640	360	1000	2405	50	965	3420	
Rivier Col.	Nashua, N. H.	PrW	......	400	400	1350	60	1000	2410	
Roanoke Col.	Salem, Va.	PrC	740	500	1240	1900	......	900	2800	
Robert Morris Col.	Coraopolis, Pa.	PrC	2100	1100	3200	1200	50	900	2150	
Roberts Wesleyan Col.	North Chili, N. Y.	PrC	350	400	750	1593	25	981	2599	
Rochester, Univ. of‡	Rochester, N. Y.	PrC	3100	2200	5300	2600	100	1250	3950	
Rochester Inst. of Tech.	Rochester, N. Y.	PrC	3620	780	4400	2100	140	1260	3500	
Rockford Col.	Rockford, Ill.	PrC	350	350	700	1900	......	1100	3000	
Rockhurst Col.	Kansas City, Mo.	PrC	950	250	1200	1400	90	920	2410	Acceleration avail.
Rocky Mountain Col.	Billings, Mont.	PrC	330	230	560	1400	113	900	2413	Guaranteed tuition & fees
Rollins Col.	Winter Park, Fla.	PrC	600	500	1100	2400	140	1060	3600	
Roosevelt Univ.	Chicago, Ill.	PrC	3100	1850	4950	1650	30	1300	2980	
Rosary Col.	River Forest, Ill.	PrC	20	680	700	1500	......	1200	2700	
Rosary Hill Col.	Buffalo, N. Y.	PrC	50	1150	1200	1850	......	1250	3100	
Rose Polytech. Inst.	Terre Haute, Ind.	PrM	1050	......	1050	1875	......	1170	3045	
Rosemont Col.	Rosemont, Pa.	PrW	......	650	650	1700	145	1400	3246	
Russell Sage Col.	Troy, N. Y.	PrW	......	1450	1450	1700	100	1200	3000	
Rust Col.	Holly Springs, Miss.	PrC	260	420	680	950	82	800	1832	

NAME OF INSTITUTION	LOCATION	UNDERGRADUATE ENROLLMENT				1971-1972 FIXED COSTS				COMMENTS
		Type	Men	Women	Total	Tuition	Fees	R & B	Total	
R (continued)										
Rutgers Univ., The State Univ. of New Jersey										
Douglass Col.	New Brunswick, N. J.	PuW	......	6530	6530	$ 400	$128	$1138	$1666	Out of state +$400
Newark	Newark, N. J.	PuC	2900	1800	4700	400	74	......	474	Out of state +$400. No housing
Rutgers Col.	New Brunswick, N. J.	PuM	12,350	......	12,350	400	128	1138	1666	Out of state +$400
South Jersey, Col. of‡	Camden, N. J.	PuC	800	700	1500	400	80	......	480	Out of state +$400. No housing
S										
Sacramento State Col.	Sacramento, Cal.	PuC	7250	5800	13,050	......	176	940	1116	Out of state +$1110
Sacred Heart Col.	Wichita, Kan.	PrC	340	340	680	1250	20	850	2120	Guaranteed tuition
Sacred Heart Col.	Belmont, N. C.	PrW	......	350	350	1000	100	1150	2250	
Sacred Heart Univ.	Bridgeport, Conn.	PrC	1100	700	1800	1450	......	......	1450	No housing
St. Ambrose Col.	Davenport, Ia.	PrC	1200	200	1400	1500	20	1030	2550	
St. Andrews Presbyterian Col.	Laurinburg, N. C.	PrC	440	420	860	1700	160	1035	2895	
St. Anselm's Col.	Manchester, N. H.	PrM	1200	280*	1480	1900	......	1100	3000	*Nursing division
St. Augustine's Col.	Raleigh, N. C.	PrC	450	670	1120	975	300	825	2100	
St. Basil's Col.	Stamford, Conn.	PrM	50	......	50	800	167	1200	2167	
St. Benedict, Col. of	St. Joseph, Minn.	PrW	......	800	800	1650	75	875	2600	
St. Benedict's Col.	Atchison, Kan.	PrC	800	500	1300	1300	25	925	2250	
St. Bernard Col.	St. Bernard, Ala.	PrC	500	100	600	1015	180	880	2075	
St. Bonaventure Univ.	St. Bonaventure, N. Y.	PrC	1400	600	2000	1600	150	1200	2950	
St. Catherine, The Col. of	St. Paul, Minn.	PrW	......	1300	1300	1700	10	950	2660	
St. Cloud State Col.	St. Cloud, Minn.	PuC	4500	3900	8400	324	90	825	1239	Out of state +$396
St. Edward's Univ.	Austin, Tex.	PrC	750	350	1100	1200	75	1100	2375	
Saint Elizabeth, Col. of	Convent Station, N. J.	PrW	......	720	720	1700	48	1200	2948	
St. Francis, Col. of	Joliet, Ill.	PrW	......	900	900	1350	50	1000	2400	
Saint Francis Col.	Fort Wayne, Ind.	PrC	300	360	660	1000	5	1000	2005	
St. Francis Col.	Biddeford, Me.	PrC	500	150	650	1700	110	1100	2910	
St. Francis Col.	Brooklyn, N. Y.	PrC	1600	200	1800	1800	70	......	1870	No housing
St. Francis Col.	Loretto, Pa.	PrC	1000	600	1600	1570*	......	1000	2570	*Science +$100
St. John Col. of Cleveland	Cleveland, O.	PrC	10	640	650	1000	80	1000	2080	
St. John Fisher Col.	Rochester, N. Y.	PrC	1280	150	1430	1925	74	1150	3149	
St. John's Col.	Annapolis, Md.	PrC	190	160	350	2450	......	1150	3600	
" " "	Santa Fe, N. M.	PrC	160	130	290	2450	......	1150	3600	
St. John's Univ.	Collegeville, Minn.	PrM	1500	......	1500	1650	60	875	2585	
St. John's Univ.	Jamaica, N. Y.	PrC	5700	3400	9100	1700	120	1500*	3320	*No housing; off-campus est.
Saint Joseph Col.‡	W. Hartford, Conn.	PrW	......	550	550	1500	55	1200	2755	
Saint Joseph Col.	Emmitsburg, Md.	PrW	......	550	550	1800	100	1150	3050	
St. Joseph Seminary Col.	St. Benedict, La.	PrC	......	......	110	1100	10	700	1810	
St. Joseph the Provider, Col. of	Rutland, Vt.	PrC	10	160	170	1150	230	1040	2420	
Saint Joseph's Col.	Rensselaer, Ind.	PrC	1060	420	1480	1750	80	950	2780	
Calumet	East Chicago, Ind.	PrC	620	340	960	810	21	......	831	No housing
St. Joseph's Col.	N. Windham, Me.	PrC	130	450	580	1400	80	1000	2480	
St. Joseph's Col.	Brooklyn, N. Y.	PrC	50	520	570	1400	95	......	1495	No housing
Saint Joseph's Col.	Philadelphia, Pa.	PrC	1680	370	2050	1600	......	1225	2825	
St. Lawrence Univ.	Canton, N. Y.	PrC	1250	850	2100	2680	43	1245	3968	
St. Leo Col.	St. Leo, Fla.	PrC	800	400	1200	1640	......	1140	2780	
St. Louis Univ.	St. Louis, Mo.	PrC	3500	1700	5200	1900	38	1200	3138	3 sems. avail.
St. Martin's Col.	Olympia, Wash.	PrC	400	250	650	1400	30	980	2410	
St. Mary, The Col. of	Omaha, Neb.	PrW	......	500	500	1200	......	975	2175	
St. Mary Col.	Xavier, Kan.	PrW	......	600	600	950	100	800	1850	
Saint Mary of the Plains Col.	Dodge City, Kan.	PrC	350	250	600	—1200—		860	2060	
St. Mary-of-the-Woods Col.	St. Mary-of-the-Woods, Ind.	PrW	......	500	500	—1520—		1000	2520	
Saint Mary's Col.	Notre Dame, Ind.	PrW	......	1600	1600	2250	80	1200	3530	
St. Mary's Col.	Winona, Minn.	PrC	800	250	1050	1500	50	950	2500	
St. Mary's Col. of California	St. Mary's College, Cal.	PrC	900	300	1200	1890	56	1115	3061	
St. Mary's Col. of Maryland‡	St. Mary's City, Md.	PuC	350	320	670	300	100	900	1300	Out of state +$250
St. Mary's Dominican Col.	New Orleans, La.	PrW	......	500	500	1300	120	1200	2620	
St. Mary's Sem. & Univ.	Baltimore, Md.	PrM	260	......	260	1100	......	900	2000	
St. Mary's Univ.	San Antonio, Tex.	PrC	2000	800	2800	1216	40	1080	2336	
Saint Meinrad Col.	St. Meinrad, Ind.	PrM	300	......	300	870	......	1106	1976	
St. Michael's Col.	Winooski, Vt.	PrC	1240	30	1270	2000	100	1050	3150	
St. Norbert Col.	W. DePere, Wis.	PrC	900	750	1650	1800	......	900	2700	

NAME OF INSTITUTION	LOCATION	UNDERGRADUATE ENROLLMENT				1971-1972 FIXED COSTS				COMMENTS
		Type	Men	Women	Total	Tuition	Fees	R & B	Total	
S (continued)										
St. Olaf Col.	Northfield, Minn.	PrC	1340	1310	2650	—$2250—		$1150	$3400	
St. Paul Bible Col.	St. Paul, Minn.	PrC	230	240	470	992	103	764	1859	
St. Paul's Col.‡	Lawrenceville, Va.	PrC	290	310	600	800	183	770*	1753	*Women +$100
St. Peter's Col.	Jersey City, N. J.	PrC	1650	780	2430	1700	118	......	1818	No housing
St. Procopius Col.	Lisle, Ill.				See:	Illinois Benedictine Col.				
Saint Rose, The Col. of	Albany, N. Y.	PrC	170	800	970	1700	47	900	2647	
St. Scholastica, Col. of	Duluth, Minn.	PrC	130	750	880	1140	21	940	2101	
Saint Teresa, Col. of	Winona, Minn.	PrW	......	1050	1050	1400	50	925	2375	
St. Thomas, Col. of	Saint Paul, Minn.	PrM	2300	......	2300	1650	65	962	2677	
St. Thomas, Univ. of	Houston, Tex.	PrC	720	670	1390	1000	100	800	1900	
St. Thomas Aquinas Col.	Sparkhill, N. Y.	PrC	100	280	380	1300	50	1000	2350	
St. Thomas Seminary Col.	Denver, Col.	PrM	110	......	110	750	75	900	1725	
St. Vincent Col.	Latrobe, Pa.	PrM	950	......	950	1300	200	900	2400	
St. Xavier Col.	Chicago, Ill.	PrC	100	600	700	1500	90	1000	2590	
Salem Col.	Winston-Salem, N. C.	PrW	......	600	600	3000*	42	......	3042	*Includes R&B
Salem Col.	Salem, W. Va.	PrC	1000	300	1300	1500	30	800	2330	
Salem State Col.‡	Salem, Mass.	PuC	1600	2400	4000	200	80	860	1140	Out of state +$400
Salisbury State Col.	Salisbury, Md.	PuC	520	780	1300	200	115	870	1225	Out of state +$250
Salve Regina Col.	Newport, R. I.	PrW	......	700	700	1700	50	1000	2750	
Samford Univ.	Birmingham, Ala.	PrC	1150	850	2000	998	22	900	1920	In-state student $90 less
Sam Houston State Univ.	Huntsville, Tex.	PuC	6000	4000	10,000	100	76	790	966	Out of state +$300. 3 sems. avail.
San Diego, Univ. of	San Diego, Cal.	PrC	770	580	1350	1500	160	1200	2860	
San Diego State Col.‡	San Diego, Cal.	PuC	......	......	19,200	147	......	1977	2124	Out of state +$890
San Francisco, Univ. of	San Francisco, Cal.	PrC	2000	1600	3600	1632	......	1100	2732	
San Francisco State Col.‡	San Francisco, Cal.	PuC	7000	6000	13,000	......	132	1136	1268	Out of state +$1022
San Jose State Col.	San Jose, Cal.	PuC	14,500	10,500	25,000	118	46	1100	1264	Out of state +$1100
Santa Clara, Univ. of	Santa Clara, Cal.	PrC	2080	1180	3260	1965	......	1161	3126	
Santa Fe, Col. of	Santa Fe, N. M.	PrC	1000	400	1400	1088	100	850	2038	
Sarah Lawrence Col.‡	Bronxville, N. Y.	PrC	120	550	670	2900	20	1400	4320	
Savannah State Col.‡	Savannah, Ga.	PuC	1020	1070	2090	......	381	660	1041	Out of state +$405
Scarritt Col.	Nashville, Tenn.	PrC	50	60	110	—1000—		1000	2000	
Scranton, Univ. of	Scranton, Pa.	PrM	1550	......	1550	1470	90	910	2470	
Scripps Col.	Claremont, Cal.	PrW	......	560	560	......	110	......	3910*	*Includes tuition and R&B
Seattle Pacific Col.	Seattle, Wash.	PrC	800	1000	1800	—1665—		930	2595	4 qtrs. avail.
Seattle Univ.	Seattle, Wash.	PrC	1700	1300	3000	1530	......	975	2505	4 qtrs. avail.
Seton Hall Univ.	S. Orange, N. J.	PrC	3000	1500	4500	1700	140	1100	2940	
Seton Hill Col.	Greensburg, Pa.	PrW	......	750	750	1700	60	1050	2810	
Shaw Univ.	Raleigh, N. C.	PrC	500	500	1000	1520	178	870	2568	3 sems. avail.
Shenandoah Col.	Winchester, Va.	PrC	270	280	550	1100	......	1200	2300	Music +$300
Shepherd Col.	Shepherdstown, W. Va.	PuC	1030	1030	2060	150	102	928	1180	Out of state +$750
Shimer Col.	Mount Carroll, Ill.	PrC	240	160	400	1980	180	1180	3340	
Shippensburg State Col.	Shippensburg, Pa.	PuC	1750	2000	3750	651	54	720	1425	Out of state +$725. 4 qtrs. avail.
Shorter Col.	Rome, Ga.	PrC	220	290	510	1200	......	900	2100	Music +$150
Siena Col.	Loudonville, N. Y.	PrC	1280	130	1410	1640	50	1200	2890	
Siena Heights Col.	Adrian, Mich.	PrC	60	640	700	—970—		910	1880	
Simmons Col.	Boston, Mass.	PrW	......	1600	1600	2400	120	1250	3770	
Simpson Col.	Indianola, Ia.	PrC	520	500	1020	2080	......	900	2980	
Sioux Falls Col.	Sioux Falls, S. D.	PrC	450	400	850	1200	170	812	2182	Guaranteed tuition
Skidmore Col.	Saratoga Springs, N. Y.	PrW	......	1850	1850	2800	62	1425	4287	Acceleration avail.
Slippery Rock State Col.	Slippery Rock, Pa.	PuC	2100	2800	4900	......	722	720	1442	Out of state +$550
Smith Col.	Northampton, Mass.	PrW	......	2400	2400	2450	50	1400	3900	
Sonoma State Col.	Rohnert Park, Cal.	PuC	1700	1500	3200	......	138	1200	1338	Out of state +$1110
South, Univ. of the	Sewanee, Tenn.	PrC	720	230	950	1950	285	900	3135	
South Alabama, Univ. of	Mobile, Ala.	PuC	......	......	5690	1453	......	507	1960	Out of state +$180. 4 qtrs. avail.
South Carolina, Univ. of	Columbia, S. C.	PuC	7100	3900	11,000	550	......	850	1400	Out of state +$710
South Carolina State Col.‡	Orangeburg, S. C.	PuC	1200	1360	2560	150	336	639	1125	Out of state +$480
South Dakota, Univ. of	Vermillion, S. D.	PuC	2800	1650	4450	368	98	800	1266	Out of state +$512
South Dakota School of Mines and Tech.	Rapid City, S. D.	PuC	1450	250	1700	391	150	750	1291	Out of state +$544
South Dakota State Univ.	Brookings, S. D.	PuC	3300	2200	5500	391	88	800	1279	Out of state +$544
South Florida, Univ. of	Tampa, Fla.	PuC	9000	6400	15,400	......	450	915	1365	Out of state +$1350. 4 qtrs. avail.
Southeast Missouri State Col.	Cape Girardeau, Mo.	PuC	3700	3650	7350	200	......	768	968	Out of state +$280
Southeastern Bible Col.	Birmingham, Ala.	PrC	110	110	220	640	164	780	1584	
South-Eastern Bible Col.	Lakeland, Fla.	PrC	320	300	620	640	61	440	1141	
Southeastern Louisiana Col.	Hammond, La.	PuC	3500	2100	5600	200	100	675	975	Out of state +$630
Southeastern Massachusetts Univ.	North Dartmouth, Mass.	PuC	2200	1400	3600	200	60	......	260	Out of state +$400. No housing

NAME OF INSTITUTION	LOCATION	UNDERGRADUATE ENROLLMENT				1971-1972 FIXED COSTS				COMMENTS
		Type	Men	Women	Total	Tuition	Fees	R & B	Total	
S (continued)										
Southeastern State Col.	Durant, Okla.	PuC	1500	1500	3000	$ 330	....	$ 800	$1130	Out of state +$436
Southern California, Univ. of	Los Angeles, Cal.	PrC	5410	2790	8200	2150	$ 50	1250	3450	
Southern California Col.	Costa Mesa, Cal.	PrC	300	220	520	1030	130	920	2080	
Southern Colorado State Col.	Pueblo, Col.	PuC	4200	2500	6700	255	129	915	1299	Out of state +$450. 4 qtrs. avail.
Southern Connecticut State Col.	New Haven, Conn.	PuC	2600	4600	7200	100	100	730	930	Out of state +$600
Southern Illinois Univ.	Carbondale, Ill.	PuC	14,000	8000	22,000	351	145	1050	1546	Out of state +$843. 4 qtrs. avail.
Southern Methodist Univ.	Dallas, Tex.	PrC	3170	2950	6120	1800	151	1135	3086	
Southern Missionary Col.	Collegedale, Tenn.	PrC	650	700	1350	1470	90	850	2410	
Southern Mississippi, Univ. of	Hattiesburg, Miss.	PuC	4790	3510	8300	477	7	645	1129	Out of state +$600. 4 qtrs. avail.
Southern Oregon Col.	Ashland, Ore.	PuC	2700	2300	5000	408	....	950	1358	Out of state +$669. 4 qtrs. avail.
Southern State Col.‡	Magnolia, Ark.	PuC	1500	1100	2600	300	10	696	1006	Out of state +$270
Southern State Col.	Springfield, S. D.	PuC	900	320	1220	336	120	675	1131	Out of state +$720
Southern Utah State Col.‡	Cedar City, Ut.	PuC	1100	750	1850	276	129	762	1167	Out of state +$405
Southwest Missouri State Col.	Springfield, Mo.	PuC	4400	4000	8400	....	300	760	1060	Out of state +$600
Southwest Texas State Col.	San Marcos, Tex.	PuC	5750	5050	10,800	100	98	816	1014	Out of state +$300
Southwestern at Memphis	Memphis, Tenn.	PrC	560	490	1050	1800	....	950	2750	
Southwestern Col.	Winfield, Kan.	PrC	410	290	700	1400	65	765	2230	Guaranteed tuition
Southwestern Louisiana, The Univ. of	Lafayette, La.	PuC	5260	3690	8950	—284—		724	1008	Out of state +$500
Southwestern State Col.	Weatherford, Okla.	PuC	3600	1600	5200	336	21	624	981	Out of state +$464. 3 sems. avail.
Southwestern Univ.	Georgetown, Tex.	PrC	440	420	860	1324	5	760	2089	
Spalding Col.	Louisville, Ky.	PrC	50	680	730	1120	45	1000	2165	
Spelman Col.	Atlanta, Ga.	PrW	....	1000	1000	1250	90	1100	2440	
Spertus Col. of Judaica	Chicago, Ill.	PrC	220	290	510	600	10	....	610	4 qtrs. avail. No housing
Spring Arbor Col.	Spring Arbor, Mich.	PrC	340	420	760	1550	....	900	2450	
Spring Hill Col.	Mobile, Ala.	PrC	530	370	900	1300	....	1100	2400	
Springfield Col.	Springfield, Mass.	PrC	1180	770	1950	1900	246	1000	3146	
Stanford Univ.	Stanford, Cal.	PrC	4120	2180	6300	2610	....	1295	3905	4 qtrs. avail.
Stanislaus State Col.	Turlock, Cal.	PuC	1410	1250	2660	....	158	....	158	Out of state +$1110. No housing
Stephen F. Austin State Univ.‡	Nacogdoches, Tex.	PuC	4800	4400	9200	150	129	1070	1349	Out of state +$550
Stephens Col.	Columbia, Mo.	PrW	....	1900	1900	....	....	....	3400	
Sterling Col.	Sterling, Kan.	PrC	350	300	650	1300	....	860	2160	Guaranteed tuition avail.
Stern Col. for Women	New York, N. Y.	PrCo	.... *	650	650	1850	105	1320	3275	*See Yeshiva Col.
Stetson Univ.	DeLand, Fla.	PrC	960	850	1810	1750	100	1050	2900	
Steubenville, The Col. of	Steubenville, O.	PrC	700	500	1200	—1400—		1000	2400	
Stevens Inst. of Tech.	Hoboken, N. J.	PrC	1320	20	1340	2300	40	1052	3392	
Stonehill Col.	N. Easton, Mass.	PrC	780	670	1450	1800	50	1250	3100	
Stout State Univ.	Menomonie, Wis.	PuC	3000	2000	5000	438	....	950	1388	Out of state +$930
Suffolk Univ.	Boston, Mass.	PrC	1500	500	2000	1400	20	1400*	2820	3 sems. avail. *No housing; off-campus est.
Sul Ross State Col.	Alpine, Tex.	PuC	1600	1200	2800	204	104	780	1088	Out of state +$300
Susquehanna Univ.	Selinsgrove, Pa.	PrC	700	600	1300	1900	234	1050	3184	
Swarthmore Col.	Swarthmore, Pa.	PrC	680	520	1200	2450	210	1185	3845	
Sweet Briar Col.	Sweet Briar, Va.	PrW	....	720	720	2800	50	1000	3850	
Syracuse Univ.	Syracuse, N. Y.	PrC	5050	4300	9350	2600	150	1300	4050	
State supported schools					See:	New York, State Univ. of				
T										
Tabor Col.	Hillsboro, Kan.	PrC	220	180	400	1150	100	850	2100	Guaranteed tuition
Tahoe Col.‡	South Lake Tahoe, Cal.	PrC	110	50	160	1700	220	1250	3170	
Talladega Col.	Talladega, Ala.	PrC	250	350	600	1000	145	855	2000	
Tampa, Univ. of	Tampa, Fla.	PrC	1480	650	2130	1650	....	1050	2700	
Tarkio Col.	Tarkio, Mo.	PrC	400	200	600	1400	154	1100	2654	Acceleration avail.
Tarleton State Col.	Stephenville, Tex.	PuC	2100	1100	3200	100	68	780	948	Out of state +$300
Taylor Univ.	Upland, Ind.	PrC	710	710	1420	1698	135	957	2790	
Temple Buell Col.	Denver, Col.	PrW	....	900	900	....	60	....	3390*	*Includes tuition and R&B
Temple Univ.	Philadelphia, Pa.	PuC	7500	5500	13,000	970	....	1400	2370	Out of state +$900
Tennessee, The Univ. of	Knoxville, Tenn.	PuC	11,300	6700	18,000	315	45	1020	1380	Out of state +$615. 4 qtrs. avail.
" " " "	Chattanooga, Tenn.	PuC	2090	1760	3850	315	50	940	1305	Out of state +$615
Tennessee State Univ.	Nashville, Tenn.	PuC	2400	2000	4400	....	255	750	1005	Out of state +$480
Tennessee Technological Univ.	Cookeville, Tenn.	PuC	4100	2300	6400	....	225	840	1065	Out of state +$480. 4 qtrs. avail.
Tennessee Temple Col.	Chattanooga, Tenn.	PrC	600	600	1200	740	90	900	1730	Acceleration avail.
Tennessee Wesleyan Col.	Athens, Tenn.	PrC	350	300	650	990	10	800*	1800	*5-day board



NAME OF INSTITUTION	LOCATION	UNDERGRADUATE ENROLLMENT				1971-1972 FIXED COSTS				COMMENTS
		Type	Men	Women	Total	Tuition	Fees	R & B	Total	
T (continued)										
Texas, The Univ. of										
Arlington	Arlington, Tex.	PuC	7000	3000	10,000	$ 100	$ 42	$1030	$1172	Out of state +$300
El Paso	El Paso, Tex.	PuC	8640	3430	12,070	100	150	900	1150	Out of state +$300
Texas Agr. & Mech. Univ.	College Station, Tex.	PuC	10,700	1300	12,000	100	110	940	1150	Out of state +$300
Texas Arts & Industries Univ.	Kingsville, Tex.	PuC	4300	2700	7000	100	70	740	910	Out of state +$300
Texas Christian Univ.	Fort Worth, Tex.	PrC	2300	2300	4600	1600	48	800	2448	Guaranteed tuition
Texas Lutheran Col.	Seguin, Tex.	PrC	520	480	1000	1127	105	863	2095	
Texas Southern Univ.	Houston, Tex.	PuC	2500	2500	5000	100	76	695	871	Out of state +$300
Texas Technological Univ.	Lubbock, Tex.	PuC	11,350	7100	18,450	100	134	916	1150	Out of state +$300
Texas Wesleyan Col.	Fort Worth, Tex.	PrC	1200	800	2000	900	29	866	1795	
Texas Woman's Univ.	Denton, Tex.	PuW	......	4800	4800	100	88	700	888	Out of state +$400
Thiel Col.	Greenville, Pa.	PrC	700	670	1370	1900	275	1000	3175	
Thomas More Col.	Fort Mitchell, Ky.	PrC	710	400	1110	1216	110	1030	2356	3 sems. avail.
Tift Col.	Forsyth, Ga.	PrW	......	650	650	774	42	633	1449	4 qtrs. avail.
Toledo, Univ. of	Toledo, O.	PuC	8850	5200	14,050	600	150	1300	2050	Out of state +$1050. 4 qtrs. avail.
Towson State Col.	Baltimore, Md.	PuC	2400	3600	6000	200	187	1010	1397	Out of state +$250
Transylvania Col.	Lexington, Ky.	PrC	480	420	900	1970	......	1080	3050	Guaranteed cost. 4 qtrs. avail.
Trenton State Col.	Trenton, N. J.	PuC	1510	3000	4510	350	114	1000	1464	Out of state +$350
Trinity Col.	Hartford, Conn.	PrC	1050	450	1500	2500	235	1280	4015	
Trinity Col.	Washington, D. C.	PrW	......	750	750	2000	72	1200	3272	
Trinity Col.	Deerfield, Ill.	PrC	360	410	770	1660	80	990	2730	
Trinity Col.	Durham, N. C.	PrCo			See:	Duke Univ.				
Trinity Col.	Burlington, Vt.	PrW	......	550	550	1100	122	950	2172	
Trinity Univ.	San Antonio, Tex.	PrC	1150	1150	2300	1750	120	1150	3020	
Tri-State Col.	Angola, Ind.	PrC	1800	100	1900	1404	81	990	2475	4 qtrs. avail.
Troy State Univ.	Troy, Ala.	PuC	2300	1550	3850	......	405	800	1205	Out of state +$180
Tufts Univ.	Medford, Mass.	PrCo	2100	1300	3400	2850	35	1420	4305	
Tulane Univ.	New Orleans, La.	PrCo	2750	......*	2750	2100	220	1085	3405	*See Newcomb Col.
Tusculum Col.	Greeneville, Tenn.	PrC	360	250	610	1650	27	1025	2702	
Tuskegee Inst.	Tuskegee, Ala.	PrC	1500	1500	3000	1075	......	725	1800	
U										
Union Col.	Barbourville, Ky.	PrC	500	300	800	1423	......	753	2176	
Union Col.	Lincoln, Neb.	PrC	400	500	900	1600	75	850	2525	
Union Col.	Schenectady, N. Y.	PrC	1500	300	1800	2500	60	1145	3705	
Union Univ.	Jackson, Tenn.	PrC	450	450	900	1000	......	760	1760	Acceleration avail.
United States International Univ.	San Diego, Cal.	PuC	1580	1390	2970	1890	120	1200	3210	Guaranteed tuition plan avail. 4 qtrs. avail.
Upper Iowa Col.	Fayette, Ia.	PrC	620	370	990	1316	280	900	2496	
Upsala Col.	E. Orange, N. J.	PrC	750	650	1400	1880	30	1050	2960	
Ursinus Col.	Collegeville, Pa.	PrC	620	530	1150	1900	20	1050	2970	
Ursuline Col. for Women	Cleveland, O.	PrW	......	500	500	1200	100	1000	2300	
Utah, Univ. of	Salt Lake City, Ut.	PuC	8990	5190	14,180	—480—		921	1401	Out of state +$585. 4 qtrs. avail.
Utah State Univ.	Logan, Ut.	PuC	3900	2550	6450	353	80	786	1219	Out of state +$510. 4 qtrs. avail.
Utica Col.	Utica, N. Y.	PrC	1100	600	1700	2080	......	1100	3180	
V										
Valdosta State Col.	Valdosta, Ga.	PuC	1450	1450	2900	375	......	750	1125	Out of state +$405. 4 qtrs. avail.
Valley City State Col.	Valley City, N. D.	PuC	750	720	1470	285	120	618	1023	Out of state +$396. 4 qtrs. avail.
Valparaiso Univ.	Valparaiso, Ind.	PrC	1950	1770	3720	1820	164	975	2959	Music +$80
Vanderbilt Univ.	Nashville, Tenn.	PrC	2800	1500	4300	2000	83	1180	3263	3 sems. avail.
Vassar Col.	Poughkeepsie, N. Y.	PrC	350	1400	1750	2500	80	1300	3880	
Vermont, Univ. of, & State Agricultural Col.	Burlington, Vt.	PuC	3600	3200	6800	750	128	1000	1878	Out of state +$1400
Villa Maria Col.‡	Erie, Pa.	PrW	......	600	600	1300	......	1000	2300	
Villanova Univ.‡	Villanova, Pa.	PrC	4500	800	5300	1800	70	1200	3070	
Virginia, Univ. of	Charlottesville, Va.	PuC	5800	1200	7000	365	172	1100	1637	Out of state +$847
Virginia Commonwealth Univ.	Richmond, Va.	PuC	3840	3620	7460	470	86	890	1446	Out of state +$470
Virginia Military Inst.	Lexington, Va.	PuM	1200	......	1200	300	395	670	1365	Out of state +$1055
Virginia Polytech. Inst.	Blacksburg, Va.	PuC	8420	2400	10,820	480	87	860	1427	Out of state +$510. 4 qtrs. avail.
Virginia State Col.‡	Petersburg, Va.	PuC	1250	1530	2780	460	230	680	1370	Out of state +$260
Virginia Union Univ.	Richmond, Va.	PrC	600	700	1300	1140	......	720	1860	
Viterbo Col.	La Crosse, Wis.	PrC	20	380	400	1180	......	980	2160	

NAME OF INSTITUTION	LOCATION	UNDERGRADUATE ENROLLMENT				1971-1972 FIXED COSTS				COMMENTS
		Type	Men	Women	Total	Tuition	Fees	R & B	Total	
W										
Wabash Col.	Crawfordsville, Ind.	PrM	880	......	880	$2000	$ 50	$1025	$3075	
Wagner Col.	Staten Island, N. Y.	PrC	1480	1080	2560	2080	50	1250	3380	
Wake Forest Univ.	Winston-Salem, N. C.	PrC	1800	900	2700	1650	150	870	2670	
Walla Walla Col.	College Place, Wash.	PrC	780	800	1580	1650	75	800	2525	
Walsh Col.	Canton, O.	PrC	700	300	1000	1344	116	1000	2460	
Warner Pacific Col.	Portland, Ore.	PrC	240	200	440	1615	105	885	2605	Guaranteed tuition plan avail.
Wartburg Col.	Waverly, Ia.	PrC	700	700	1400	1650	95	850	2595	
Washburn Univ. of Topeka	Topeka, Kan.	PuC	3200	1700	4900	525	50	990	1565	Out of state +$390
Washington & Jefferson Col.	Washington, Pa.	PrC	830	100	930	2000	153	1150	3303	
Washington & Lee Univ.	Lexington, Va.	PrM	1300	......	1300	—2200—		900	3100	
Washington, Univ. of‡	Seattle, Wash.	PuC	14,600	11,000	25,600	432	......	945	1377	Out of state +$648. 4 qtrs. avail.
Washington Col.	Chestertown, Md.	PrC	360	390	750	2100	121	1000	3221	
Washington State Univ.	Pullman, Wash.	PuC	7050	5300	12,350	496	......	985	1481	Out of state +$900
Washington Univ.	St. Louis, Mo.	PrC	2300	1700	4000	—2450—		1200	3650	
Wayland Baptist Col.	Plainview, Tex.	PrC	500	600	1100	750	80	800	1630	
Wayne State Col.	Wayne, Neb.	PuC	1470	1120	2590	330	50	696	1076	Out of state +$280. 3 sems. avail.
Wayne State Univ.	Detroit, Mich.	PuC	9910	7370	17,280	528	......	960*	1488	Out of state +$942. 4 qtrs. avail. *Women only
Waynesburg Col.	Waynesburg, Pa.	PrC	700	400	1100	1780	126	1000	2906	
Webb Inst. of Naval Architecture	Glen Cove, N. Y.	PrM	80	......	80	......	......	1200	1200	
Weber State Col.	Ogden, Ut.	PuC	6870	3790	10,660	405	......	775	1180	Out of state +$405. 4 qtrs. avail.
Webster Col.	St. Louis, Mo.	PrC	270	450	720	1900	......	1200	3100	
Wellesley Col.	Wellesley, Mass.	PrW	......	1750	1750	2500	40	1100	3640	
Wells Col.	Aurora, N. Y.	PrW	......	670	670	2720	45	1080	3845	
Wesleyan Col.	Macon, Ga.	PrW	......	460	460	1785	120	805	2710	
Wesleyan Univ.	Middletown, Conn.	PrC	1350	200	1550	2700	225	1350	4275	Guaranteed tuition
West Chester State Col.	West Chester, Pa.	PuC	2250	3570	5820	650	80	720	1450	Out of state +$726
West Florida, Univ. of‡	Pensacola, Fla.	PuC	2000	1000	3000	450	......	873	1323	Out of state +$900. 4 qtrs. avail.
West Georgia Col.	Carrollton, Ga.	PuC	3000	2800	5800	......	378	825	1203	Out of state +$405. 4 qtrs. avail.
West Liberty State Col.	W. Liberty, W. Va.	PuC	2000	1600	3600	232	178	900	1310	Out of state +$600
West Virginia Inst. of Tech.	Montgomery, W. Va.	PuC	1900	600	2500	50	207	947	1204	Out of state +$750
West Virginia State Col.	Institute, W. Va.	PuC	2600	1400	4000	50	234	972	1256	Out of state +$350
West Virginia Univ.	Morgantown, W. Va.	PuC	7450	4400	11,850	—292—		1040	1332	Out of state +$630
West Virginia Wesleyan Col.	Buckhannon, W. Va.	PrC	820	880	1700	1400	250	1133	2783	3 sems. avail.
Western Baptist Bible Col.	Salem, Ore.	PrC	600	680	1280	975	29	900	1904	
Western Carolina Univ.	Cullowhee, N. C.	PuC	2550	1840	4390	200	243	615	1058	Out of state +$900. 4 qtrs. avail.
Western Col., The	Oxford, O.	PrW	......	500	500	2624	......	1216	3840	
Western Connecticut State Col.	Danbury, Conn.	PuC	1160	1900	3060	100	116	870	1086	Out of state +$600
Western Kentucky Univ.	Bowling Green, Ky.	PuC	6000	5000	11,000	......	300	930	1230	Out of state +$500
Western Maryland Col.	Westminster, Md.	PrC	550	550	1100	1950	......	1000	2950	
Western Michigan Univ.‡	Kalamazoo, Mich.	PuC	10,000	8500	18,500	430	......	915	1345	Out of state +$570. Acceleration avail.
Western Montana Col.	Dillon, Mont.	PuC	550	500	1050	397	......	753	1150	Out of state +$668. 4 terms avail.
Western New England Col.	Springfield, Mass.	PrC	1240	210	1450	1470	80	1090	2640	
Western New Mexico Univ.	Silver City, N. M.	PuC	750	620	1370	180	128	864	1172	Out of state +$540
Western State Col. of Colorado	Gunnison, Col.	PuC	1800	1200	3000	300	141	824*	1265	Out of state +$692. 4 qtrs. avail. *5-day board
Western Washington State Col.	Bellingham, Wash.	PuC	4900	4600	9500	—447—		950	1397	Out of state +$447. 4 qtrs. avail.
Westfield State Col.	Westfield, Mass.	PuC	770	1530	2300	200	100	785	1085	Out of state +$400
Westmar Col.	LeMars, Ia.	PrC	630	420	1050	1475	150	875	2500	
Westminster Col.	Fulton, Mo.	PrM	660	......	660	1950	60	900	2910	Guaranteed tuition plan avail.
Westminster Col.	New Wilmington, Pa.	PrC	850	750	1600	1750	......	840	2590	
Westminster Col.	Salt Lake City, Ut.	PrC	520	330	850	1210	75	825	2110	3 sems. avail.
Westmont Col.‡	Santz Barbara, Cal.	PrC	400	450	850	1700	202	1052	2954	
Wheaton Col.‡	Wheaton, Ill.	PrC	920	850	1770	1650	54	1015	2719	
Wheaton Col.	Norton, Mass.	PrW	......	1200	1200	3000	15	1050	4065	
Wheeling Col.	Wheeling, W. Va.	PrC	460	230	690	1633	100	1240	2973	
Wheelock Col.	Boston, Mass.	PrC	10	590	600	1900	......	1100	3000	
Whitman Col.	Walla Walla, Wash.	PrC	610	490	1100	1950	......	900	2850	
Whittier Col.	Whittier, Cal.	PrC	950	1050	2000	1700	86	950	2736	
Whitworth Col.	Spokane, Wash.	PrC	550	650	1200	1600	151	900	2651	Guaranteed tuition
Wichita State Univ.	Wichita, Kan.	PuC	8100	4900	13,000	360	85	925	1370	Out of state +$590
Wilberforce Univ.	Wilberforce, O.	PrC	550	650	1200	1240	......	930	2170	3 sems. avail.
Wiley Col.	Marshall, Tex.	PrC	240	260	500	900	230	870	2000	
Wilkes Col.	Wilkes-Barre, Pa.	PrC	1400	1100	2500	1750	25	1200	2975	
Willamette Univ.	Salem, Ore.	PrC	750	550	1300	1685	185	970	2840	
William & Mary, Col. of	Williamsburg, Va.	PuC	1950	1660	3610	660	40	900	1600	Out of state +$934
William Carey Col.	Hattiesburg, Miss.	PrC	410	310	720	700	314	700	1714	

NAME OF INSTITUTION	LOCATION	UNDERGRADUATE ENROLLMENT				1971-1972 FIXED COSTS				COMMENTS
		Type	Men	Women	Total	Tuition	Fees	R & B	Total	
W (continued)										
William Jewell Col.	Liberty, Mo.	PrC	600	400	1000	$1250	$150	$ 950	$2350	
William Paterson Col. of New Jersey, The	Wayne, N. J.	PuC	2200	3300	5500	350	89	1150	1589	Out of state +$350
William Penn Col.	Oskaloosa, Ia.	PrC	500	250	750	1580	161	920	2661	
William Smith Col.	Geneva, N. Y.	PrCo	......*	500	500	2575	70	1225	3870	*See Hobart Col.
William Woods Col.	Fulton, Mo.	PrW	......	850	850	......	......	......	2890	
Williams Col.	Williamstown, Mass.	PrC	1250	180	1430	2350	200	1330	3880	
Wilmington Col.	Wilmington, O.	PrC	580	400	980	1755	135	1005	2895	4 qtrs. avail.
Wilson Col.	Chambersburg, Pa.	PrW		500	500	2400	40	1200	3640	
Windham Col.	Putney, Vt.	PrC	600	350	950	2350	150	1050	3550	
Winona State Col.	Winona, Minn.	PuC	1770	1700	3470	384	90	855	1329	Out of state +$468
Winston-Salem State Univ.	Winston-Salem, N. C.	PuC	550	900	1450	150	338	738	1226	Out of state +$650
Winthrop Col.	Rock Hill, S. C.	PuW	......	3500	3500	150	320	850	1320	Out of state +$660
Wisconsin, Univ. of	Madison, Wis.	PuC	13,800	10,600	24,400	430	78	1040	1548	Out of state +$1290
Milwaukee	Milwaukee, Wis.	PuC	7500	5400	12,900	430	78	1040	1548	Out of state +$1290
Wisconsin State Univ.	Eau Claire, Wis.	PuC	3850	4450	8100	—	430	880	1310	Out of state +$930
" " "	La Crosse, Wis.	PuC	3390	3910	7300	—	446	880	1326	Out of state +$930
" " "	Oshkosh, Wis.	PuC	6050	5550	11,600	350	105	950	1405	Out of state +$1300
" " "	Platteville, Wis.	PuC	3400	1600	5000	440	—	950	1390	Out of state +$930
" " " ‡	River Falls, Wis.	PuC	3000	1250	4250	292	100	825	1217	Out of state +$933. 4 qtrs. avail.
" " "	Stevens Point, Wis.	PuC	5000	3650	8650	320	100	900	1320	Out of state +$1130
" " "	Superior, Wis.	PuC	1460	980	2440	446	—	960	1406	Out of state +$930
" " "	Whitewater, Wis.	PuC	5400	4200	9600	375	50	900	1325	Out of state +$930
Wittenberg Univ.	Springfield, O.	PrC	1200	1340	2540	2316	—	1140	3456	4 qtrs. avail.
Wofford Col.	Spartanburg, S. C.	PrC	1000	40	1040	—1860—		1090	2950	
Woman's Col., The	Durham, N. C.	PrCo			See:	Duke Univ.				
Woodbury Col.‡	Los Angeles, Cal.	PrC	1730	860	2590	1242	3	1125	2370	Guaranteed tuition plan avail. 4 qtrs. avail.
Wooster, The Col. of	Wooster, O.	PrC	900	800	1700	......	......	......	3621*	4 qtrs. avail. *Includes tuition, fees, R&B
Worcester Polytech. Inst.	Worcester, Mass.	PrC	1800	80	1880	2525	110	1025	3660	
Worcester State Col.	Worcester, Mass.	PuC	1200	1800	3000	200	80	......	280	Out of state +$400. No housing
Wright State Univ.	Dayton, O.	PuC	4320	2880	7200	570	......	1480	2050	Out of state +$900. 4 qtrs. avail.
Wyoming, Univ. of	Laramie, Wyo.	PuC	4500	2700	7200	384	......	908	1292	Out of state +$666
X										
Xavier Univ.	Cincinnati, O.	PrC	1950	250	2200	1365	110	1040	2515	
Y										
Yale Univ.	New Haven, Conn.	PrC	4000	800	4800	2900	......	1500	4400	
Yankton Col.	Yankton, S. D.	PrC	450	250	700	1295	230	972	2497	
Yeshiva Col.	New York, N. Y.	PrCo	1650	......*	1650	1850	105	1320	3275	*See Stern Col. for Women
York Col. of Pennsylvania	York, Pa.	PrC	1000	650	1650	1100	121	1030	2251	
Youngstown State Univ.	Youngstown, O.	PuC	10,200	5100	15,300	450	120	925	1495	Out of state +$480. 4 qtrs. avail.

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Cleveland State Univ., The
Dayton, Univ. of
Defiance Col., The
Denison Univ.
Edgecliff Col.
Findlay Col.
Heidelberg Col.
Hiram Col.
John Carroll Univ.
Kent State Univ.
Kenyon Col.
Lake Erie Col.
Malone Col.
Marietta Col., The
Mary Manse Col.
Miami Univ.
Mount Saint Joseph on
the Ohio, Col. of
Mount Union Col.
Muskingum Col.
Notre Dame Col.
Oberlin Col.
Ohio Dominican Col.
Ohio Northern Univ.
Ohio State Univ., The
Ohio Univ.
Ohio Wesleyan Univ.
Otterbein Col.
Rio Grande Col.
St. John Col. of Cleveland
Steubenville, The Col. of
Toledo, Univ. of
Ursuline Col. for Women
Walsh Col.
Western Col., The
Wilberforce Univ.
Wilmington Col.
Wittenberg Univ.
Wooster, The Col. of
Wright State Univ.
Xavier Univ.
Youngstown State Univ.

Oklahoma
Bethany Nazarene Col.
Central State Col.
East Central State Col.
Langston Univ.
Northeastern State Col.
Northwestern State Col.
Oklahoma, Univ. of
Oklahoma Baptist Univ.
Oklahoma Christian Col.
Oklahoma City Univ.
Oklahoma Col. of Liberal
Arts
Oklahoma State Univ.
Panhandle State Col.
Phillips Univ.
Southeastern State Col.
Southwestern State Col.

Oregon
Eastern Oregon Col.
George Fox Col.
Lewis & Clark Col.
Linfield Col.
Marylhurst Col.
Mt. Angel Col.
Mount Angel Sem.
Oregon, Univ. of
Oregon Col. of Educ.
Oregon State Univ.
Pacific Univ.
Portland, Univ. of
Portland State Univ.
Reed Col.
Southern Oregon Col.
Warner Pacific Col.
Western Baptist Bible Col.
Willamette Univ.

Pennsylvania
Acad. of the New Church
Albright Col.
Allegheny Col.
Alliance Col.
Alvernia Col.
Beaver Col.
Bloomsburg State Col.
Bryn Mawr Col.
Bucknell Univ.
California State Col.
Carlow Col.
Carnegie-Mellon Univ.
Cedar Crest Col.
Chatham Col.
Chestnut Hill Col.
Cheyney State Col.
Clarion State Col.
Dickinson Col.
Drexel Univ.
Duquesne Univ.
East Stroudsburg State Col.
Eastern Baptist Col.
Edinboro State Col.
Elizabethtown Col.
Franklin & Marshall Col.
Gannon Col.
Geneva Col.
Gettysburg Col.
Grove City Col.
Gwynedd-Mercy Col.
Haverford Col.
Holy Family Col.
Immaculata Col.
Indiana Univ. of
Pennsylvania
Juniata Col.
King's Col.
Kutztown State Col.
Lafayette Col.
LaSalle Col.
Lebanon Valley Col.
Lehigh Univ.
Lincoln Univ.
Lock Haven State Col.
Lycoming Col.
Mansfield State Col.
Marywood Col.
Mercyhurst Col.
Messiah Col.
Millersville State Col.
Misericordia Col.
Moravian Col.
Muhlenberg Col.
Penn Wesleyan Col.
Pennsylvania, Univ. of
Pennsylvania State Univ.
Philadelphia Col. of Art
Philadelphia Col. of
Pharmacy & Science
Philadelphia Col. of
Textiles & Science
Philadelphia Musical Acad.
Pittsburgh, Univ. of
PMC Cols.
Robert Morris Col.
Rosemont Col.
St. Francis Col.
Saint Joseph's Col.
St. Vincent Col.
Scranton, Univ. of
Seton Hill Col.
Shippensburg State Col.
Slippery Rock State Col.
Susquehanna Univ.
Swarthmore Col.
Temple Univ.
Thiel Col.
Ursinus Col.
Villa Maria Col.
Villanova Univ.
Washington & Jefferson Col.
Waynesburg Col.
West Chester State Col.
Westminster Col.
Wilkes Col.
Wilson Col.
York Col. of Pennsylvania

Rhode Island
Barrington Col.
Brown Univ.
Bryant Col.
Pembroke Col.
Providence Col.
Rhode Island, Univ. of
Rhode Island Col.

Rhode Island School of Design
Salve Regina Col.

South Carolina

Allen Univ.
Benedict Col.
Bob Jones Univ.
Central Wesleyan Col.
Charleston, Col. of
Citadel, The
Claflin Col.
Clemson Univ.
Coker Col.
Columbia Bible Col.
Columbia Col.
Converse Col.
Erskine Col.
Furman Univ.
Limestone Col.
Newberry Col.
Presbyterian Col.
South Carolina, Univ. of
South Carolina State Col.
Winthrop Col.
Wofford Col.

South Dakota

Augustana Col.
Black Hills State Col.
Dakota State Col.
Dakota Wesleyan Univ.
Huron Col.
Mount Marty Col.
Northern State Col.
Sioux Falls Col.
South Dakota, Univ. of
South Dakota School of Mines & Tech.
South Dakota State Univ.
Southern State Col.
Yankton Col.

Tennessee

Austin Peay State Univ.
Belmont Col.
Bethel Col.
Bryan Col.
Carson-Newman Col.
Christian Brothers Col.
Covenant Col.
David Lipscomb Col.
East Tennessee State Univ.
Fisk Univ.
Free Will Baptist Bible Col.
George Peabody Col. for Teachers
King Col.
Knoxville Col.
Lambuth Co.
Lane Col.
Lee Col.
LeMoyne-Owen Col.
Lincoln Memorial Univ.
Maryville Col.
Memphis Acad. of Arts, The
Memphis State Univ.
Middle Tenn. State Univ.
Milligan Col.
Scarritt Col.
South, Univ. of the
Southern Missionary Col.
Southwestern at Memphis
Tennessee, The Univ. of
Tennessee State Univ.
Tennessee Tech. Univ.
Tennessee Temple Col.
Tennessee Wesleyan Col.
Tusculum Col.
Union Univ.
Vanderbilt Univ.

Texas

Abilene Christian Col.
Angelo State Col.
Austin Col.
Baylor Univ.
Bishop Col.
Corpus Christi, Univ. of
Dallas, Univ. of
Dallas Baptist Col.
Dominican Col.
East Texas Baptist Col.
East Texas State Univ.
Hardin-Simmons Univ.
Houston, Univ. of
Houston Baptist Col.
Howard Payne Col.
Huston-Tillotson Col.
Incarnate Word Col.
Jarvis Christian Col.
Lamar State Col. of Tech.
LeTourneau Col.
McMurry Col.
Mary Hardin-Baylor Col.
Midwestern Univ.
North Texas State Univ.
Our Lady of the Lake Col.
Pan American Col.
Prairie View A&M Col.
Rice Univ.
St. Edward's Univ.
St. Mary's Univ.
St. Thomas, Univ. of
Sam Houston State Univ.
Southern Methodist Univ.
Southwest Texas State Col.
Southwestern Univ.
Stephen F. Austin State Col.
Sul Ross State Col.
Tarleton State Col.
Texas, The Univ. of
Texas A&I Univ.
Texas A&M Univ.
Texas Christian Univ.
Texas Lutheran Col.
Texas Southern Univ.
Texas Technological Univ.
Texas Wesleyan Col.
Texas Woman's Univ.
Trinity Univ.
Wayland Baptist Col.
Wiley Col.

Utah

Brigham Young Univ.
Southern Utah State Col.
Utah, Univ. of
Utah State Univ.
Weber State Col.
Westminster Col.

Vermont

Bennington Col.
Castleton State Col.
Goddard Col.
Johnson State Col.
Lyndon State Col.
Marlboro Col.
Middlebury Col.
Norwich Univ.
St. Joseph the Provider, Col. of
St. Michael's Col.
Trinity Col.
Vermont, Univ. of
Windham Col.

Virginia

Bridgewater Col.
Clinch Valley Col.
Eastern Mennonite Col.
Emory & Henry Col.
Hampden-Sydney Col.
Hampton Inst.
Hollins Col.
Longwood Col.
Lynchburg Col.
Madison Col.
Mary Baldwin Col.
Mary Washington Col.
Norfolk State Col.
Old Dominion Univ.
Radford Col.
Randolph-Macon Col.
Randolph-Macon Woman's Col.
Richmond, Univ. of
Roanoke Col.
St. Paul's Col.
Shenandoah Col.
Sweet Briar Col.
Virginia, Univ. of
Virginia Commonwealth Univ.
Virginia Military Inst.
Virginia Polytech. Inst.
Virginia State Col.
Virginia Union Univ.
Washington & Lee Univ.
William & Mary, Col. of

Washington

Central Wash. State Col.
Eastern Wash. State Col.
Fort Wright Col. of the Holy Names
Gonzaga Univ.
Pacific Lutheran Univ.
Puget Sound, Univ. of
St. Martin's Col.
Seattle Pacific Col.
Seattle Univ.
Walla Walla Col.
Washington, Univ. of
Washington State Univ.
Western Wash. State Col.
Whitman Col.
Whitworth Col.

West Virginia

Alderson-Broaddus Col.
Bethany Col.
Bluefield State Col.
Concord Col.
Davis & Elkins Col.
Fairmont State Col.
Glenville State Col.
Marshall Univ.
Morris Harvey Col.
Salem Col.
Shepherd Col.
West Liberty State Col.
West Virginia Inst. of Tech.
West Virginia State Col.
West Virginia Univ.
West Virginia Wesleyan Col.
Wheeling Col.

Wisconsin

Alverno Col.
Beloit Col.
Cardinal Stritch Col.
Carroll Col.
Carthage Col.
Dominican Col.
Edgewood Col.
Holy Family Col.
Lakeland Col.
Lawrence Univ.
Marian Col. of Fond du Lac
Marquette Univ.
Milton Col.
Milwaukee School of Eng.
Mount Mary Col.
Northland Col.
Ripon Col.
St. Norbert Col.
Stout State Univ.
Viterbo Col.
Wisconsin, Univ. of
Wisconsin State Univ.

Wyoming

Wyoming, Univ. of

Puerto Rico

Catholic Univ. of P.R.
Puerto Rico, Univ. of

Mr. Helstoski. Finally, without objection, data prepared by the Department of Veterans' Benefits, Veterans' Administration, contained in their information bulletin numbered DVB IB 24–72–1, dated January 18, 1972, entitled "Veterans Benefits Under Current Educational Programs, title 38, U.S. Code, Chapters 31, 34 and 35, November 1971", will be placed in the record at this point.

(The data referred to follows:)

Department of Veterans Benefits
Veterans Administration
Washington, D.C. 20420

INFORMATION BULLETIN
DVB IB 24-72-1
January 18, 1972

VETERANS BENEFITS UNDER CURRENT EDUCATIONAL PROGRAMS

Title 38, U. S. Code, Chapters 31, 34 and 35

November 1971

I. SCOPE

Fall semester trainees in the 6th school year under the current GI bill are highlighted in this issue.

Progress and status of the educational assistance programs administered by the Veterans Administration are reviewed. Each of these three programs is identified and briefly described on pages 11 and 12.

II. NUMBERS IN TRAINING

Nearly one and a quarter million persons were training under VA educational programs in November 1971. This represents a 21 percent increase during the preceding 12 months (table 1).

It is interesting to note that trainees currently enrolled in college increased about 25 percent while trainees in schools below the college level increased 18 percent in the last 12 months. The 91,000 veterans currently enrolled in on-job training is 7 percent higher than a year ago.

The numbers of persons trained during each of the last 5 fiscal years is given in appendix table 9. The total number of individuals who will be in training under the three VA educational assistance programs during the current fiscal year is expected to be about 2 million.

DVB IB 24-72-1 January 18, 1972

Table 1

ALL PROGRAMS

Increase in Trainees in Last 12 Months

Program and Type of Training	November 1971	November 1970	Percent Increase
Total - All Trainees	1,241,921	1,025,268	21.1%
Vocational Rehabilitation - Chapter 31			
Total	20,166	18,734	7.6
College	15,058	13,170	14.3
Other Schools	3,957	4,412	- 10.3
On-Job Training	1,022	1,011	1.1
Institution on Farm	129	141	- 8.5
Educational Assistance - Chapter 34			
Grand Total	1,180,976	971,422	21.6
College	736,537	590,053	24.8
Other Schools	348,386	295,535	17.9
On-Job Training	90,795	84,662	7.2
Cooperative Farm	5,258	1,172	348.6
Flight 1/	(24,264)	(36,142)	-32.9
Correspondence 2/	(231,167)	(180,039)	28.4
Veterans	1.106,234	912,195	21.3
College	725,398	580,325	25.0
Other Schools	284,783	246,036	15.7
On-Job Trainees	90,795	84,662	7.2
Cooperative Farm	5,258	1,172	348.6
Flight 1/	(20,926)	(31,380)	-33.3
Correspondence 2/	(172,064)	(136,356)	26.2
Servicemen	74,742	59,227	26.2
College	11,139	9,728	14.5
Other Schools	63,603	49,499	28.5
Flight 1/	(3,338)	(4,762)	-29.9
Correspondence 2/	(59,103)	(43,683)	35.3
Educational Assistance - Chapter 35			
Grand Total	40,779	35,112	16.1
College	36,906	31,551	17.0
Other Schools	3,835	3,540	8.3
Special Restorative Training	38	21	81.0
Wives and Widows	5,466	4,574	19.5
College	4,116	3,112	32.3
Other Schools	1,346	1,460	- 7.8
Special Restorative Training	4	2	100.0
Sons and Daughters	35,313	30,538	15.6
College	32,790	28,439	15.3
Other Schools	2,489	2,080	19.7
Special Restorative Training	34	19	78.9

1/ Flight trainees are counted under "Other Schools"

2/ Correspondence trainees are counted under "Other Schools" or "College" as appropriate.

III. HIGHLIGHTS OF EXPERIENCE UNDER THE CURRENT GI BILL

Almost 3 million persons had entered training under the current GI bill through November 1971. This number includes more than 2 million veterans and servicemen from the Vietnam era. The cost of this training through November 1971 was $4.4 billion.

Summary data for eligible veterans and servicemen, applications for training and characteristics of trainees are given below, while detailed characteristics of trainees are given in section IV.

A. Post-Korean Veteran Population through November 1971

o Eligible for GI bill Educational Benefits	8,640,000
o Vietnam era - Total	5,524,000
o Service between Korean conflict and Vietnam era	3,116,000

B. Applications Received for Training through November 1971, Chapter 34

o Total	3,597,531
o Veterans	3,313,465
o Vietnam era	(2,295,928)
o Servicemen	284,066

C. Persons Entered Training and Cost through November 1971, Chapter 34

o Total	2,923,336
o Veterans	2,705,684
o Vietnam era	(1,884,304)

° **Servicemen**	**217,652**
° **Educational assistance paid (In billions)**	**$4.4**

D. Trainee Characteristics (Cumulative and Current)

	Cumulative Thru November 1971	In Training November 1971
° Completed at least 4 years high school at time of application	91%	93%
° Had less than a high school education at time of application	9%	7%
° Completed at least 1 year of college at time of application	24%	23%
° Were paid educational assistance allowance for one or more dependents	42%	48%
° College trainees attended public schools	76%	79%
° Below college trainees attended private schools	86%	84%
° College trainees attended full-time training	59%	67%

° Below college trainees attended full-time training	23%	19%
° Males	99%	99%

	Cumulative Thru June 1971
° Median age for Vietnam era veterans when they entered training	24.5 yrs
° Median age for post-Korean veterans when they entered training	25.9 yrs

IV. PROFILE OF TRAINEES UNDER THE CURRENT GI BILL

A. Trainees by Type of Training and Training Time

More than three of five (62%) of the 1,181,000 veterans and servicemen training under the current GI bill are enrolled in college. Most of these 737,000 college level trainees (84%) are undergraduates. Of these undergraduate students, 42 percent are in junior colleges.

The percentage of trainees enrolled at the college level is even higher (64%) for the 943,000 Vietnam era veterans and servicemen enrolled under the current GI bill.

A smaller percentage of Vietnam era veterans are training in schools below the college level, 23 percent compared to 26 percent for all veterans training under the current GI bill.

Data for veterans and servicemen in training by training time and type of training are given in appendix tables 1 and 2 for total chapter 34 trainees and in appendix tables 3 and 4 for Vietnam era veterans and servicemen. Comparable data for persons ever trained are given in appendix tables 5 through 8.

About three of five veterans training under the current GI bill (58%) are enrolled on a full-time basis, while approximately one of seven (15.5%) is enrolled for correspondence training only. Among Vietnam era veterans in training, the percentage enrolled for full-time training is higher (65%) while the percentage enrolled for correspondence training (12.9%) is lower.

Almost 75,000 servicemen on active duty are included in the count of GI bill trainees. About four in five of these servicemen (79%) are enrolled in correspondence schools while only 5.6 percent of the servicemen are training on a full-time basis, primarily in college.

B. State Comparisons of Trainees by Type of Training

There are substantial differences in the percentage distribution of trainees by type of training between the states (see appendix table 11). These percentages relate to trends in type of training which do not necessarily correspond to the participation rates shown in appendix table 10. For example, the state which is highest in percentage of on-job trainees (Vermont) is next to the lowest in overall participation by Vietnam era veterans.

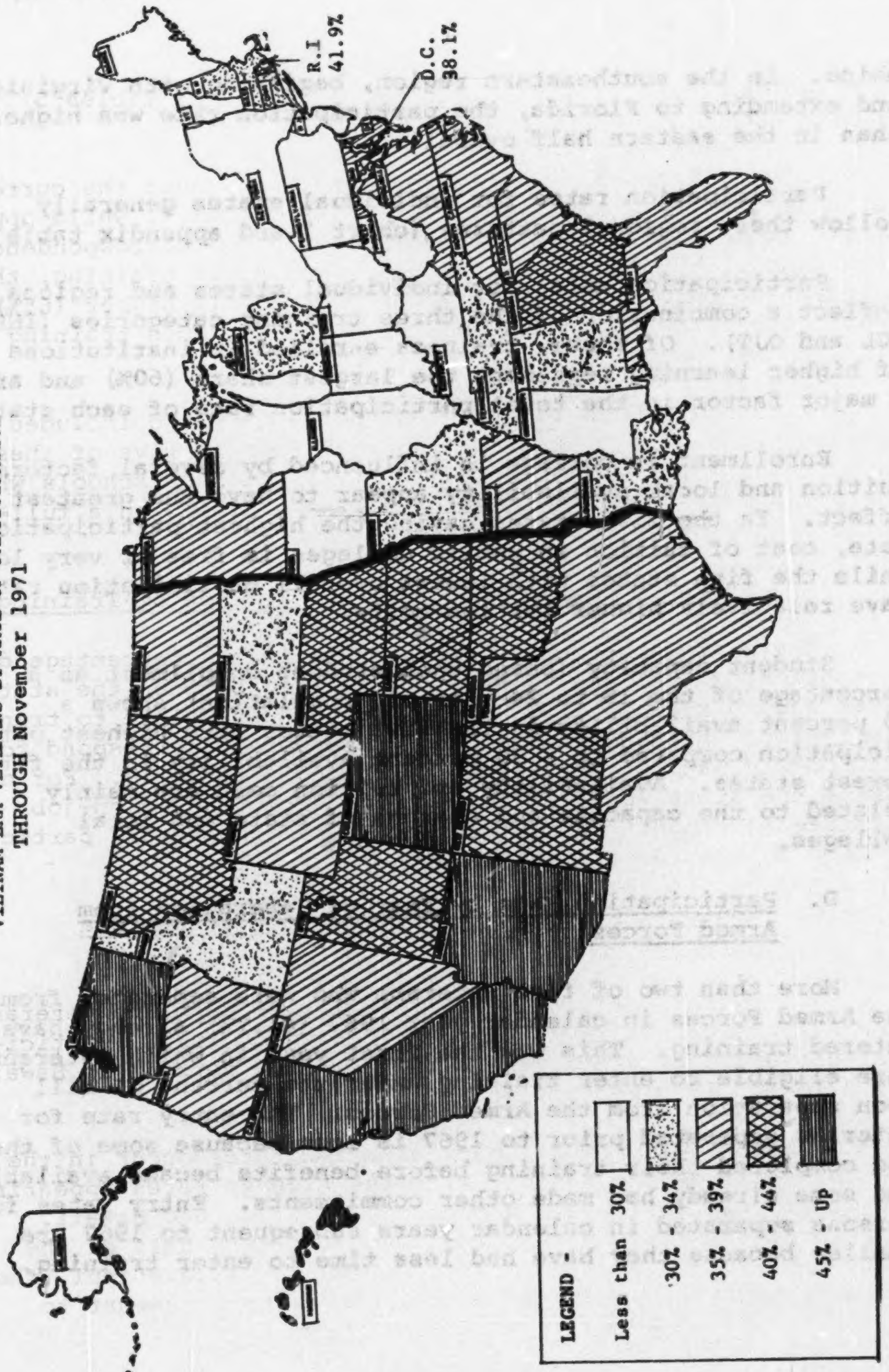
C. Regional Participation Rates for Vietnam Era Veterans

The overall participation rate for Vietnam era veterans and servicemen was 38.1 percent in November 1971. Participation varied by state from a high of 53.8 percent in Hawaii to a low of 19.9 percent in West Virginia.

Substantially higher participation rates occur in the western half of the nation, with the highest rates appearing in California, Arizona, Washington, Colorado and Hawaii. Participation rates were lower in the eastern half of the nation, with the lowest rates occurring in Mississippi, the Great Lakes states and Appalachia, extending northeast to

Chart 1

CHAPTER 34
VIETNAM ERA VETERANS BY RATE OF PARTICIPATION
THROUGH November 1971


R.I
41.9%
D.C.
38.1%
LEGEND
Less than 30%
30% 34%
35% 39%
40% 44%
45% Up

Maine. In the southeastern region, beginning with Virginia and extending to Florida, the participation rate was higher than in the eastern half overall.

Participation rates for individual states generally follow these regional patterns (chart 1 and appendix table 10).

Participation rates for individual states and regions reflect a combination of the three training categories (IHL, BCL and OJT). Of these, trainees enrolled in institutions of higher learning represent the largest share (60%) and are a major factor in the total participation rate of each state.

Enrollment in college is influenced by several factors. Tuition and local availability appear to have the greatest effect. In the five states having the highest participation rate, cost of tuition in public colleges is free or very low while the five states with lowest overall participation rates have relatively higher tuition costs.

Student capacity (based upon student enrollment as a percentage of the 18- to 24-year-old population) shows a 40 percent availability in the five states with highest participation compared to a 30 percent availability in the five lowest states. Availability and tuition cost are mainly related to the capacity and charges of state and local colleges.

D. Participation Rate by Year of Separation from Armed Forces

More than two of five veterans who were separated from the Armed Forces in calendar year 1967 (41.2%) already have entered training. This was the first year in which veterans were eligible to enter training under the current GI bill upon separation from the Armed Forces. The entry rate for veterans separated prior to 1967 is less because some of them had completed their training before benefits became available and some already had made other commitments. Entry rates for persons separated in calendar years subsequent to 1967 are smaller because they have had less time to enter training.

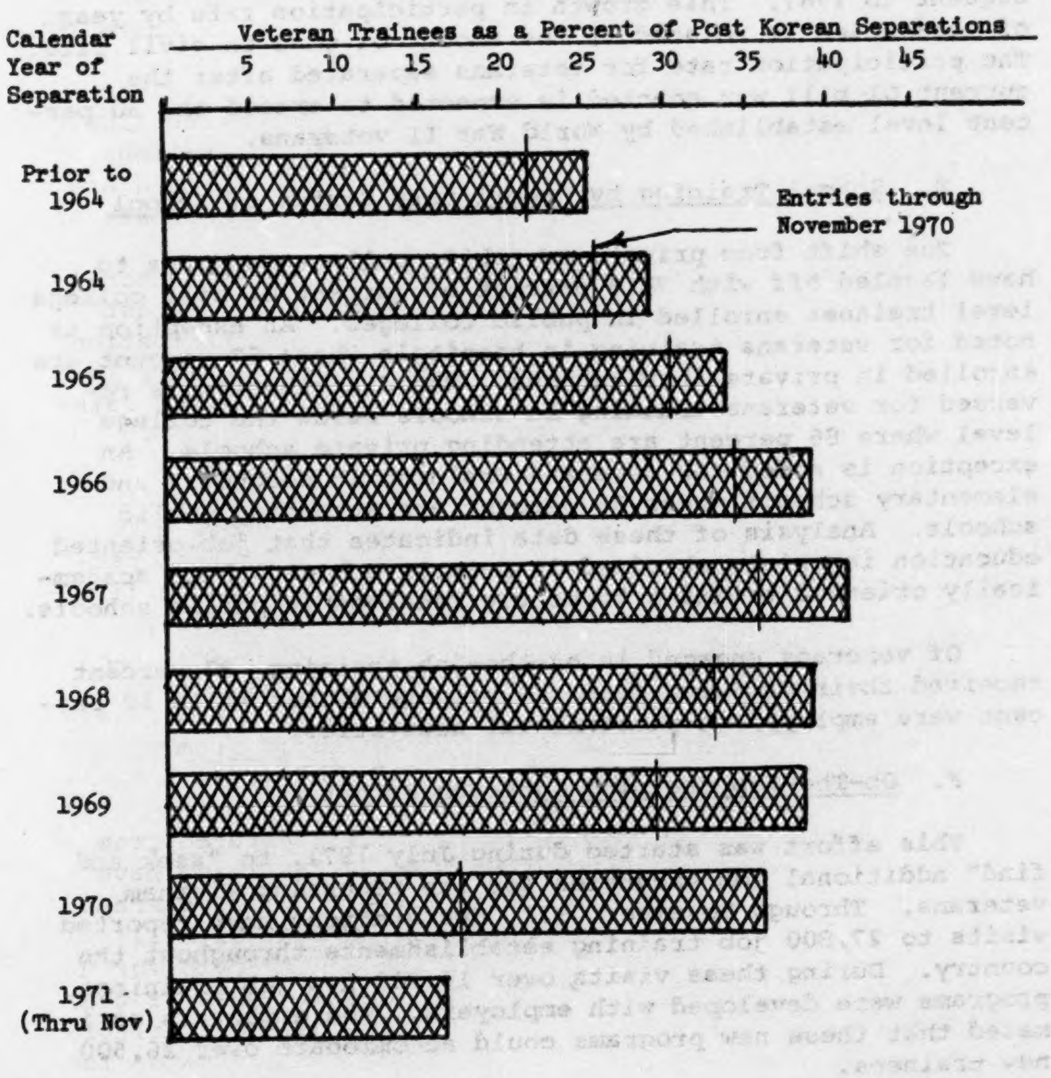
January 18, 1972

DVB IB 24-72-1
Chart 2

CHAPTER 34

ENTRY OF VETERANS INTO TRAINING 1/ AS A PERCENT OF POST-KOREAN VETERANS IN CIVIL LIFE BY YEAR OF SEPARATION FROM ARMED FORCES

(Entries June 1966 through Nov. 1971)



1/ Excludes 217,652 Servicemen

Growth in the participation rate during the past 12 months is indicated by the slash mark on the bars shown in chart 2. Note that there was substantial growth for each year of separation (even for those separated prior to 1964) but that this growth is progressively greater for years subsequent to 1967. This growth in participation rate by year of separation is related to the amount of time in civil life. The participation rate for veterans separated after the current GI bill was enacted is expected to exceed the 50 percent level established by World War II veterans.

E. School Training by Proprietary Status of School

The shift from private to public colleges appears to have leveled off with 78.3 percent of current GI bill college level trainees enrolled in public colleges. An exception is noted for veterans training in hospitals where 67 percent are enrolled in private institutions. The distribution is reversed for veterans training in schools below the college level where 86 percent are attending private schools. An exception is noted for veterans training in secondary and elementary schools where 96 percent are attending public schools. Analysis of these data indicates that job-oriented education is mainly obtained in private schools while academically oriented training is mostly received in public schools.

Of veterans engaged in on-the-job training, 90 percent received their training from the private sector while 10 percent were employed in governmental activities.

F. On-The-Job Training Outreach Effort

This effort was started during July 1971, to "seek and find" additional job vacancies for the returning Vietnam veterans. Through November 1971, DVB stations have reported visits to 27,800 job training establishments throughout the country. During these visits, over 14,200 new job training programs were developed with employers. The employers estimated that these new programs could accommodate over 26,500 new trainees.

G. Educationally Disadvantaged Trainees

Free entitlement is provided for educationally disadvantaged trainees under chapter 34. The use of this benefit assists them in completing high school or in taking remedial or deficiency courses needed to meet the entrance requirements for their educational program. At the end of November 1971, 27,132 trainees were using free entitlement.

V. RESUME OF THREE CURRENT EDUCATIONAL PROGRAMS

A. Veterans Educational Assistance Program

The current GI bill (PL 89-358) became effective June 1, 1966. It was enacted by the Congress to provide educational or vocational opportunities to veterans whose ambitions may have been thwarted or impeded by virtue of service in the Armed Forces after January 31, 1955. Also, these opportunities were made available to servicemen on active duty who had completed two or more years of service (later reduced to 181 days). Up to 36 months of full-time school or on-job training is provided for persons who complete 18 months of active duty in the Armed Forces.

B. Vocational Rehabilitation Program

Veterans suffering from service-connected or aggravated disabilities which cause a pronounced employment handicap may receive up to 48 months of education or training to restore their employability. The full cost of their training is paid by the Veterans Administration and, in addition, they receive a subsistence allowance while in training and for 2 months thereafter. Before starting training and while in training, these disabled veterans receive assistance from a vocational rehabilitation specialist or a counseling psychologist. Necessary employment assistance is provided following completion of training.

C. Dependents Educational Assistance Program

This third educational program serves survivors or dependents of those veterans who died from service-connected causes or whose service-connected disability is rated total and permanent. Wives and children of servicemen who are prisoners of war, missing in action, or interned by a hostile foreign government for more than 90 days are also eligible under this program. Up to 36 months of full-time training is provided in approved schools.

VI. COMPARISON OF CURRENT AND PAST READJUSTMENT TRAINING PROGRAMS -- THREE GI BILLS

A. Review of Participation Rates

The overall participation rate for Vietnam era trainees, after the first 66 months under the current GI bill, is 38.1 percent, compared to 38.8 percent for the Korean conflict and 42.9 percent for World War II trainees.

When participation rates by type of training are considered separately we find that the current GI bill already has surpassed its two predecessors in percentage of eligible persons entered school training (appendix table 13). Almost 35 percent of the Vietnam era veterans and servicemen have entered school training, compared to 33 percent for the Korean conflict and 31 percent for World War II veterans.

Inherent in this increased participation in school training under the current GI bill is an increase in percent of eligible veterans entering college level training, from 13.6 percent for World War II trainees to 21.2 percent for the Vietnam era.

The larger overall participation rates under prior GI bills compared to the current GI bill may be attributed to differences in the types of training available. The rapid expansion of on-job and trade school training under the World War II GI bill included many situations which were found to be unsatisfactory; these were eliminated by legislative restraints and therefore did not provide the basis for the same type of mushroom growth in trainees under the current GI bill as occurred following World War II. Further, the current situation relative to farm training is vastly different from conditions after World War II and the Korean conflict. Only a few states have developed significant farm training opportunities under the current GI bill.

B. Dependency Status for Trainee Payment

During the past 12 months there has been an increase in the percentage of chapter 34 trainees receiving additional payment for dependents, from 40.9 percent for all post-Korean and 36.8 percent for Vietnam era trainees last year, to 42.5 percent and 39.6 percent, respectively in November 1971 (appendix table 15).

Much of the difference in percentage of trainees paid for dependents under the current GI bill, compared to the two earlier groups, is due to a larger percentage of trainees who are ineligible for such benefits under the current program because they are enrolled in less than half-time training or because they are servicemen on active duty.

C. Prior Educational Attainment

Most of the trainees under the current GI bill (92.5%) had completed high school, or the equivalent thereof, prior to making application to the Veterans Administration for educational assistance. The difference between Vietnam era trainees and trainees under the two earlier GI bills in this respect is probably exaggerated because of the current emphasis placed upon attainment of a high school equivalency certificate (General Educational Development).

Many of the veterans who are shown by their military separation document (DD Form 214) to be non-high school graduates indicate on their applications for educational assistance that they completed high school, probably on the basis of a GED certificate. This causes an understatement of the extent to which training benefits are used by persons who were identified as non-high school graduates when they return to civil life.

VII. VOCATIONAL REHABILITATION FOR SERVICE-DISABLED VETERANS

A total of 20,166 service-disabled veterans were participating in vocational rehabilitation training in November 1971 (appendix table 17). Three of four, 15,058 were enrolled in college, which is an increase of 14 percent over the number a year ago. Of these, 89 percent were full-time students. In schools below the college level there were 3,957 participating as compared to 4,412 a year earlier, indicating a shift from below college level to college level training.

VIII. EDUCATIONAL ASSISTANCE FOR DEPENDENTS AND SURVIVORS OF TOTALLY DISABLED OR DECEASED VETERANS

There were 40,779 dependents or survivors receiving educational assistance in November 1971. Of these, 35,313 (86%) were sons and daughters of veterans. They were mainly attending college (92%) as compared to a lesser percentage of wives and widows enrolled in college (75%).

Orphans and widows represented 62 percent of the persons receiving educational assistance while dependents of disabled veterans represented 38 percent and dependents of prisoners of war amounted to less than one percent.

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Data Not Available	NA
Not Applicable	-
Percent less than 0.05%	0.0
Quantity Zero	0

Appendix
Table 1

ALL PERSONS IN TRAINING UNDER CHAPTER 34 BY LEVEL OF TRAINING SHOWING FULL-TIME AND PART-TIME TRAINING STATUS
AS OF NOVEMBER 1971

LEVEL OF TRAINING	TOTAL				VETERANS				SERVICEMEN			
	Total	Full Time	Part Time	Correspondence	Total	Full Time	Part Time	Correspondence	Total	Full Time	Part Time	Correspondence
Total - All Levels	1,180,976	647,709	302,100	231,167	1,106,234	643,590	290,580	172,064	74,742	4,119	11,520	59,103
College - Total	736,537	490,034	244,387	2,116	725,398	486,369	237,098	1,931	11,139	3,665	7,289	185
Graduate	109,117	69,130	39,876	111	102,196	67,493	34,615	88	6,921	1,637	5,261	23
Undergraduate	621,223	417,778	202,834	611	617,234	415,818	200,865	551	3,989	1,960	1,969	60
Non-Degree	6,197	3,126	1,677	1,394	5,968	3,058	1,618	1,292	229	68	59	102
Below College - Total	353,644	66,880	57,713	229,051	290,041	66,426	53,482	170,133	63,603	454	4,231	58,918
Vocational or Tech. Post-High School	65,793	17,314	8,514	39,965	49,468	17,176	8,299	23,993	16,325	138	215	15,972
Other Voc. or Tech.	242,676	39,693	18,935	184,048	199,722	39,644	18,502	141,576	42,954	49	433	42,472
High School	15,653	4,729	5,886	5,038	14,667	4,462	5,641	4,564	986	267	245	474
Flight Training	24,264	-	24,264	-	20,926	-	20,926	-	3,338	-	3,338	-
Coop. Farm	5,258	5,144	114	-	5,258	5,144	114	-	-	-	-	-
On-Job Training-Total	90,795	90,795	-	-	90,795	90,795	-	-	-	-	-	-
Apprentice	59,447	59,447	-	-	59,447	59,447	-	-	-	-	-	-
Other	31,348	31,348	-	-	31,348	31,348	-	-	-	-	-	-

Appendix
Table 2

PERCENTAGE DISTRIBUTION OF ALL PERSONS IN TRAINING UNDER CHAPTER 34 BY LEVEL OF TRAINING SHOWING FULL-TIME AND PART-TIME TRAINING STATUS AS OF NOVEMBER 1971

LEVEL OF TRAINING	TOTAL				VETERANS				SERVICEMEN			
	Total	Full Time	Part Time	Corres-pondence	Total	Full Time	Part Time	Corres-pondence	Total	Full Time	Part Time	Corres-pondence
Total - All Levels	100.0	54.9	25.6	19.5	100.0	58.3	26.2	15.5	100.0	5.6	15.4	79.0
College - Total	62.4	41.6	20.7	0.1	65.5	44.0	21.4	0.1	14.8	4.9	9.7	0.2
Graduate	9.3	5.9	3.4	0.0	9.2	6.1	3.1	0.0	9.2	2.2	7.0	0.0
Undergraduate	52.6	35.4	17.2	0.0	55.8	37.6	18.2	0.0	5.3	2.6	2.6	0.1
Non-Degree	0.5	0.3	0.1	0.1	0.5	0.3	0.1	0.1	0.3	0.1	0.1	0.1
Below College - Total	30.0	5.7	4.9	19.4	26.3	6.1	4.8	15.4	85.2	0.7	5.7	78.8
Vocational or Tech. Post-High School	5.6	1.5	0.7	3.4	4.5	1.6	0.7	2.2	21.9	0.2	0.3	21.4
Other Voc. or Tech.	20.6	3.4	1.6	15.6	18.1	3.6	1.7	12.8	57.5	0.1	0.6	56.8
High School	1.3	0.4	0.5	0.4	1.3	0.4	0.5	0.4	1.3	0.4	0.3	0.6
Flight Training	2.1	-	2.1	-	1.9	-	1.9	-	4.5	-	4.5	-
Coop. Farm	0.4	0.4	0.0	-	0.5	0.5	0.0	-	-	-	-	-
On-Job Training - Total	7.6	7.6	-	-	8.2	8.2	-	-	-	-	-	-
Apprentice	5.0	5.0	-	-	5.4	5.4	-	-	-	-	-	-
Other	2.6	2.6	-	-	2.8	2.8	-	-	-	-	-	-

Appendix
Table 3

VIETNAM ERA VETERANS AND SERVICEMEN IN TRAINING UNDER CHAPTER 34 BY LEVEL OF TRAINING SHOWING FULL-TIME AND PART-TIME TRAINING STATUS AS OF NOVEMBER 1971

	TOTAL				VETERANS				SERVICEMEN			
	Total	Full Time	Part Time	Corres-pondence	Total	Full Time	Part Time	Corres-pondence	Total	Full Time	Part Time	Corres-pondence
Total - All Levels	943,225	568,704	202,864	171,657	868,483	564,585	191,344	112,554	74,742	4,119	11,520	59,103
College - Total	602,914	435,103	166,265	1,546	591,775	431,438	158,976	1,361	11,139	3,665	7,289	185
Graduate	83,126	57,862	25,180	84	76,205	56,225	19,919	61	6,921	1,637	5,261	23
Undergraduate	514,996	374,566	140,006	424	511,007	372,606	138,037	364	3,989	1,960	1,969	60
Non- Degree	4,792	2,675	1,079	1,038	4,563	2,607	1,020	936	229	68	59	102
Below College - Total	259,741	53,031	36,599	170,111	196,138	52,577	32,368	111,193	63,603	454	4,231	58,918
Vocational or Tech. Post-High School	52,837	14,602	6,271	31,964	36,512	14,464	6,056	15,992	16,325	138	215	15,972
Other Voc. or Tech.	180,062	32,524	13,157	134,381	137,108	32,475	12,724	91,909	42,954	49	433	42,472
High School	11,518	3,650	4,102	3,766	10,532	3,383	3,857	3,292	986	267	245	474
Flight Training	13,015	-	13,015	-	9,677	-	9,677	-	3,338	-	3,338	-
Coop. Farm	2,309	2,255	54	-	2,309	2,255	54	-	-	-	-	-
On-Job Training - Total	80,570	80,570	-	-	80,570	80,570	-	-	-	-	-	-
Apprentice	52,482	52,482	-	-	52,482	52,482	-	-	-	-	-	-
Other	28,088	28,088	-	-	28,088	28,088	-	-	-	-	-	-

Appendix
Table 4

PERCENTAGE DISTRIBUTION OF VIETNAM ERA VETERANS AND SERVICEMEN IN TRAINING UNDER CHAPTER 34
BY LEVEL OF TRAINING SHOWING FULL-TIME AND PART-TIME TRAINING STATUS AS OF NOVEMBER 1971

LEVEL OF TRAINING	TOTAL				VETERANS				SERVICEMEN			
	Total	Full Time	Part Time	Corres-pondence	Total	Full Time	Part Time	Corres-pondence	Total	Full Time	Part Time	Corres-pondence
Total - All Levels	100.0	60.4	21.5	18.1	100.0	65.1	22.0	12.9	100.0	5.6	15.4	79.0
College - Total	63.8	46.1	17.6	0.1	68.1	49.7	18.3	0.1	14.8	4.9	9.7	0.2
Graduate	8.8	6.1	2.7	0.0	8.8	6.5	2.3	0.0	9.2	2.2	7.0	0.0
Undergraduate	54.5	39.7	14.8	0.0	58.8	42.9	15.9	0.0	5.3	2.6	2.6	0.1
Non-Degree	0.5	0.3	0.1	0.1	0.5	0.3	0.1	0.1	0.3	0.1	0.1	0.1
Below College - Total	27.5	5.6	3.9	18.0	22.6	6.1	3.7	12.8	85.2	0.7	5.7	78.8
Vocational or Tech. Post-High School	5.6	1.5	0.7	3.4	4.2	1.7	0.7	1.8	21.9	0.2	0.3	21.4
Other Voc. or Tech.	19.1	3.5	1.4	14.2	15.8	3.7	1.5	10.6	57.5	0.1	0.6	56.8
High School	1.2	0.4	0.4	0.4	1.2	0.4	0.4	0.4	1.3	0.4	0.3	0.6
Flight Training	1.4	-	1.4	-	1.1	-	1.1	-	4.5	-	4.5	-
Coop. Farm	0.2	0.2	0.0	-	0.3	0.3	-	-	-	-	-	-
On-Job Training - Total	8.7	8.7	-	-	9.3	9.3	-	-	-	-	-	-
Apprentice	5.7	5.7	-	-	6.1	6.1	-	-	-	-	-	-
Other	3.0	3.0	-	-	3.2	3.2	-	-	-	-	-	-

Appendix
Table 5

ALL PERSONS EVER IN TRAINING UNDER CHAPTER 34 BY LEVEL OF TRAINING
SHOWING FULL-TIME AND PART-TIME TRAINING STATUS CUMULATIVE THROUGH NOVEMBER 1971

LEVEL OF TRAINING	TOTAL				VETERANS				SERVICEMEN			
	Total	Full Time	Part Time	Corres-pondence	Total	Full Time	Part Time	Corres-pondence	Total	Full Time	Part Time	Corres-pondence
Total - All Levels	2,923,336	1,407,605	926,599	589,132	2,705,684	1,386,918	866,470	452,296	217,652	20,687	60,129	136,836
College - Total	1,590,094	931,850	653,091	5,153	1,538,235	914,346	619,135	4,754	51,859	17,504	33,956	399
Graduate	299,778	179,525	119,867	386	271,171	172,439	98,399	333	28,607	7,086	21,468	53
Undergraduate	1,264,972	741,820	521,093	2,059	1,243,225	732,060	509,259	1,906	21,747	9,760	11,834	153
Non-Degree	25,344	10,505	12,131	2,708	23,839	9,847	11,477	2,515	1,505	658	654	193
Below College-- Total	1,111,767	254,280	273,508	583,979	945,974	251,097	247,335	447,542	165,793	3,183	26,173	136,437
Vocational or Tech. Post-High School	237,402	74,607	56,000	106,795	199,169	73,850	54,214	71,105	38,233	757	1,786	35,690
Other Voc. or Tech.	731,137	161,746	106,612	462,779	626,042	160,316	102,683	363,043	105,095	1,430	3,929	99,736
High School	55,304	11,970	28,929	14,405	46,284	10,974	21,916	13,394	9,020	996	7,013	1,011
Flight Training	81,808	-	81,808	-	68,363	-	68,363	-	13,445	-	13,445	-
Coop. Farm	6,116	5,957	159	-	6,116	5,957	159	-	-	-	-	-
On-Job Training - Total	221,475	221,475	-	-	221,475	221,475	-	-	-	-	-	-
Apprentice	131,760	131,760	-	-	131,760	131,760	-	-	-	-	-	-
Other	89,715	89,715	-	-	89,715	89,715	-	-	-	-	-	-

Appendix
Table 6

PERCENTAGE DISTRIBUTION OF ALL PERSONS EVER IN TRAINING UNDER CHAPTER 34 BY LEVEL OF TRAINING SHOWING FULL-TIME AND PART-TIME TRAINING STATUS CUMULATIVE THROUGH NOVEMBER 1971

LEVEL OF TRAINING	TOTAL				VETERANS				SERVICEMEN			
	Total	Full Time	Part Time	Corres-pondence	Total	Full Time	Part Time	Corres-pondence	Total	Full Time	Part Time	Corres-pondence
Total - All Levels	100.0	48.2	31.6	20.2	100.0	51.3	32.0	16.7	100.0	9.5	27.6	62.9
College - Total	54.1	31.9	22.3	0.2	57.0	33.9	22.9	0.2	23.8	8.0	15.6	0.2
Graduate	10.2	6.1	4.1	0.0	10.1	6.4	3.7	0.0	13.1	3.2	9.9	0.0
Undergraduate	43.3	25.4	17.8	0.1	46.0	27.1	18.6	0.1	10.0	4.5	5.4	0.1
Non-Degree	0.9	0.4	0.4	0.1	0.9	0.4	0.4	0.1	0.7	0.3	0.3	0.1
Below College - Total	38.0	8.7	9.3	20.0	34.8	9.2	9.1	16.5	76.2	1.5	12.0	62.7
Vocational or Tech. Post-High School	8.2	2.6	1.9	3.7	7.3	2.7	2.0	2.6	17.5	0.3	0.8	16.4
Other Voc. or Tech.	24.9	5.5	3.6	15.8	23.1	5.9	3.8	13.4	48.3	0.7	1.8	45.8
High School	1.9	0.4	1.0	0.5	1.7	0.4	0.8	0.5	4.2	0.5	3.2	0.5
Flight Training	2.8	-	2.8	-	2.5	-	2.5	-	6.2	-	6.2	-
Coop. Farm	0.2	0.2	0.0	-	0.2	0.2	0.0	-	-	-	-	-
On-Job Training - Total	7.6	7.6	-	-	8.2	8.2	-	-	-	-	-	-
Apprentice	4.5	4.5	-	-	4.9	4.9	-	-	-	-	-	-
Other	3.1	3.1	-	-	3.3	3.3	-	-	-	-	-	-

Appendix
Table 7

VIETNAM ERA VETERANS AND SERVICEMEN EVER IN TRAINING UNDER CHAPTER 34 BY LEVEL OF TRAINING
SHOWING FULL-TIME AND PART-TIME TRAINING STATUS CUMULATIVE THROUGH NOVEMBER 1971

LEVEL OF TRAINING	TOTAL				VETERANS				SERVICEMEN			
-	Total	Full Time	Part Time	Corres-pondence	Total	Part Time	Full Time	Corres-pondence	Total	Full Time	Part Time	Corres-pondence
Total - All Levels	2,101,956	1,126,768	577,419	397,769	1,884,304	1,106,081	517,290	260,933	217,652	20,687	60,129	136,836
College - Total	1,171,815	758,665	409,891	3,259	1,119,956	741,161	375,935	2,860	51,859	17,504	33,956	399
Graduate	184,924	118,584	66,112	228	156,317	111,498	44,644	175	28,607	7,086	21,468	53
Undergraduate	970,451	631,984	337,252	1,215	948,704	622,224	325,418	1,062	21,747	9,760	11,834	153
Non-Degree	16,440	8,097	6,527	1,816	14,935	7,439	5,873	1,623	1,505	658	654	193
Below College - Total	751,144	189,106	167,528	394,510	585,351	185,923	141,355	258,073	165,793	3,183	26,173	136,437
Vocational or Tech. Post-High School	166,777	56,721	35,100	74,956	128,544	55,964	33,314	39,266	38,233	757	1,786	35,690
Other Voc. or Tech.	496,945	120,077	66,556	310,312	391,850	118,647	62,627	210,576	105,095	1,430	3,929	99,736
High School	41,096	9,725	22,129	9,242	32,076	8,729	15,116	8,231	9,020	996	7,013	1,011
Flight Training	43,676	-	43,676	-	30,231	-	30,231	-	13,445	-	13,445	-
Coop. Farm	2,650	2,583	67	-	2,650	2,583	67	-	-	-	-	-
On-Job Training - Total	178,997	178,997	-	-	178,997	178,997	-	-	-	-	-	-
Apprentice	102,789	102,789	-	-	102,789	102,789	-	-	-	-	-	-
Other	76,208	76,208	-	-	76,208	76,208	-	-	-	-	-	-

Appendix
Table 8

PERCENTAGE DISTRIBUTION OF VIETNAM ERA VETERANS AND SERVICEMEN EVER IN TRAINING UNDER CHAPTER 34 BY LEVEL OF TRAINING SHOWING FULL-TIME AND PART-TIME TRAINING STATUS CUMULATIVE THROUGH NOVEMBER 1971

LEVEL OF TRAINING	TOTAL				VETERANS				SERVICEMEN			
	Total	Full Time	Part Time	Correspondence	Total	Full Time	Part Time	Correspondence	Total	Full Time	Part Time	Correspondence
Total - All Levels	100.0	53.6	27.4	19.0	100.0	58.6	27.5	13.9	100.0	9.5	27.6	62.9
College - Total	55.7	36.1	19.4	0.2	59.5	39.3	20.0	0.2	23.9	8.1	15.6	0.2
Graduate	8.7	5.6	3.1	0.0	8.3	5.9	2.4	0.0	13.2	3.3	9.9	0.0
Undergraduate	46.2	30.1	16.0	0.1	50.4	33.0	17.3	0.1	10.0	4.5	5.4	0.1
Non-Degree	0.8	0.4	0.3	0.1	0.8	0.4	0.3	0.1	0.7	0.3	0.3	0.1
Below College - Total	35.8	9.0	8.0	18.8	31.1	9.9	7.5	13.7	76.1	1.4	12.0	62.7
Vocational or Tech. Post-High School	8.0	2.7	1.7	3.6	6.9	3.0	1.8	2.1	17.5	0.3	0.8	16.4
Other Voc. or Tech.	23.7	5.7	3.2	14.8	20.8	6.3	3.3	11.2	48.2	0.6	1.8	45.8
High School	1.9	0.5	1.0	0.4	1.7	0.5	0.8	0.4	4.2	0.5	3.2	0.5
Flight Training	2.1	-	2.1	-	1.6	-	1.6	-	6.2	-	6.2	-
Coop Farm	0.1	0.1	0.0	-	0.1	0.1	0.0	-	-	-	-	-
On-Job Training - Total	8.5	8.5	-	-	9.4	9.4	-	-	-	-	-	-
Apprentice	4.9	4.9	-	-	5.4	5.4	-	-	-	-	-	-
Other	3.6	3.6	-	-	4.0	4.0	-	-	-	-	-	-

DVB IB 24-72-1 January 18, 1972

Appendix
Table 9

PERSONS IN TRAINING DURING FISCAL YEAR BY PROGRAM AND PERIOD OF SERVICE

Program	Fiscal Year				
	1971	1970	1969	1968	1967
Post-Korean Educational Assistance Program - Chapter 34					
In training during year - Total	1,584,866	1,210,731	925,013	686,919	467,883
Institutions of higher learning	917,389	677,240	528,515	413,714	338,785
Schools below college level	521,873	416,658	330,000	254,576	129,098
On-Job training	145,604	116,833	66,498	18,629	-
Children's Educational Assistance Program - Chapter 35					
In training during year - Total	50,724	45,391	43,269	40,480	37,191
Institutions of higher learning	45,383	40,695	38,436	36,043	33,328
Schools below college level	5,282	4,638	4,788	4,395	3,821
Special restorative training	59	58	45	42	42
Period of service of deceased or totally disabled veteran					
World War I	480	512	576	648	746
World War II	30,250	27,930	27,316	24,988	25,258
Korean Conflict	8,474	7,587	7,123	6,363	6,111
Other	11,520	9,362	8,254	8,481	5,076
Wives and Widows Educational Assistance Program - Chapter 35					
In training during year - Total	8,796	7,071	2,819	-	-
Institutions of higher learning	5,326	3,884	1,447	-	-
Schools below college level	3,459	3,187	1,372	-	-
Other	11	-	-	-	-
Period of service of deceased or totally disabled veteran					
World War I	111	102	41	-	-
World War II	2,981	2,631	1,146	-	-
Korean Conflict	949	697	235	-	-
Other	4,755	3,641	1,397	-	-
Vocational Rehabilitation Program for Disabled Veterans - Chapter 31					
In training during year - Total	30,471	24,457	18,969	14,373	12,547
Institutions of higher learning	20,116	14,928	10,390	6,490	5,058
Schools below college level	8,550	7,934	7,333	6,851	6,585
Job training	1,625	1,418	1,132	898	772
Institutional on farm	180	177	114	134	132
Period of service of veteran					
World War II	681	812	878	945	687
Korean Conflict	809	891	1,133	1,678	2,155
Peacetime	28,981	22,754	16,958	11,750	9,705
Vietnam era	(22,907)	(16,522)	NA	NA	NA
Other	(6,074)	(6,232)	NA	NA	NA
Total all trainees	1,674,857	1,287,650	900,000	741,772	517,621

Appendix
Table 10

CHAPTER 34

PARTICIPATION RATE FOR VIETNAM ERA VETERANS BY STATE AND TYPE OF TRAINING

Through November 1971

State	Veteran Population (000)	Trainees					
			Percent of Veteran Population				
		Number	Total	IHL	BCL	OJT	Corres. 2/
Total 1/	5,524	2,101,956	38.1	21.2	13.6	3.3	7.2
Alabama	86	28,357	33.0	17.0	14.2	1.8	3.3
Alaska	8	2,304	28.8	17.2	9.9	1.7	3.7
Arizona	46	23,506	51.1	33.7	13.0	4.4	5.6
Arkansas	40	14,392	36.0	20.2	12.7	3.1	4.1
California	598	282,622	47.3	34.8	9.6	2.9	4.0
Colorado	59	29,004	49.2	29.5	16.8	2.9	8.4
Connecticut	81	25,627	31.6	17.9	8.4	5.3	4.6
Delaware	16	4,580	28.6	17.7	7.1	3.8	4.3
District of Columbia	24	9,143	38.1	20.1	12.9	5.1	2.9
Florida	182	69,339	38.1	23.9	11.3	2.9	4.2
Georgia	97	41,970	43.3	20.0	20.4	2.9	4.8
Hawaii	19	10,070	53.0	30.8	13.9	8.3	5.7
Idaho	23	7,202	31.3	21.7	7.7	1.9	4.9
Illinois	302	88,635	29.3	16.4	9.3	3.6	4.9
Indiana	149	38,433	25.8	12.3	10.5	3.0	6.8
Iowa	77	22,132	28.7	16.1	10.4	2.2	5.0
Kansas	56	22,421	40.0	24.9	13.4	1.7	5.7
Kentucky	81	19,838	24.5	12.6	9.8	2.1	4.9
Louisiana	90	27,549	30.6	16.5	11.3	2.8	3.4
Maine	30	7,720	25.7	13.1	9.5	3.1	5.4
Maryland	102	35,578	34.9	21.1	10.2	3.6	4.7
Massachusetts	151	46,784	31.0	18.8	9.1	3.1	3.7
Michigan	249	79,303	31.8	18.3	9.6	3.9	5.4
Minnesota	116	42,290	36.5	18.8	13.6	4.1	4.4
Mississippi	39	11,387	29.2	18.2	9.2	1.8	3.4
Missouri	128	41,317	32.3	18.3	10.9	3.1	4.7
Montana	19	7,860	41.4	26.7	11.2	3.5	4.7
Nebraska	38	15,143	39.9	22.0	13.0	4.9	5.1
Nevada	13	4,736	36.4	20.1	13.5	2.8	6.7
New Hampshire	22	6,683	30.4	16.6	9.0	4.8	5.6
New Jersey	192	49,401	25.7	14.1	8.9	2.7	3.7
New Mexico	30	12,362	41.2	25.2	13.9	2.1	4.4
New York	455	132,680	29.2	16.9	7.5	4.8	3.5
North Carolina	107	38,920	36.4	19.4	11.8	5.2	4.4
North Dakota	19	6,784	35.7	22.3	11.4	2.0	4.2
Ohio	315	79,009	25.1	13.4	9.0	2.7	5.4
Oklahoma	68	28,205	41.5	26.5	12.9	2.1	3.7
Oregon	67	25,719	38.4	27.6	8.8	2.0	4.3
Pennsylvania	346	97,808	28.3	13.5	11.1	3.7	5.7
Rhode Island	22	9,208	41.9	23.6	14.5	3.8	6.4
South Carolina	54	20,877	38.7	18.0	16.6	4.1	4.6
South Dakota	17	5,677	33.4	20.1	11.4	1.9	5.5
Tennessee	100	33,674	33.7	18.5	12.4	2.8	4.8
Texas	270	104,460	38.7	24.4	12.2	2.1	5.2
Utah	29	11,966	41.3	31.0	8.8	1.5	5.8
Vermont	14	3,117	22.3	11.2	6.9	4.2	4.3
Virginia	105	37,195	35.4	20.6	10.6	4.2	5.6
Washington	103	50,109	48.6	30.3	15.2	3.1	7.8
West Virginia	62	12,272	19.9	10.5	7.0	2.4	3.6
Wisconsin	135	40,104	29.7	16.1	10.6	3.0	5.8
Wyoming	10	3,546	35.5	25.4	7.5	2.6	4.7
Outside U.S. 3/	63	15,286	24.3	15.5	8.4	0.4	1.3

1/ The total includes 217,652 servicemen trainees. Since these servicemen are not distributed proportionately by state they are omitted from state comparisons.

2/ Correspondence trainees are already counted in IHL or BCL, as appropriate.

3/ Area includes Commonwealth of Puerto Rico, U.S. Possessions and outlying areas, and foreign countries.

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Appendix
Table 11

CHAPTER 34

TRAINEES BY TYPE OF TRAINING AND STATE OF RESIDENCE AT TIME OF APPLICATION

(In Training, November 1971)

State of Residence	Total Trainees		Percent by Type of Training				
	Number	Percent	IHL	BCL	OJT	Farm 1/	Corres 2/
Total	1,180,976	100.0	62.4	29.9	7.7	0.4	19.6
Alabama	18,689	100.0	55.5	39.3	5.2	0.0	12.8
Alaska	2,074	100.0	46.5	49.5	4.0	0.0	33.2
Arizona	16,196	100.0	68.1	24.8	7.1	0.0	20.0
Arkansas	8,710	100.0	54.9	36.6	8.5	7.4	14.4
California	190,958	100.0	75.4	20.3	4.3	0.0	14.8
Colorado	19,977	100.0	56.6	38.6	4.8	0.0	31.2
Connecticut	16,138	100.0	60.1	24.1	15.8	0.0	17.5
Delaware	2,895	100.0	64.1	26.2	9.7	0.0	20.1
District of Columbia	5,544	100.0	64.5	29.0	6.5	0.0	11.6
Florida	42,895	100.0	65.5	27.3	7.2	0.4	15.6
Georgia	26,533	100.0	48.0	46.1	5.9	0.0	14.6
Hawaii	6,427	100.0	60.5	26.5	13.0	0.0	20.3
Idaho	4,580	100.0	64.1	30.1	5.8	0.0	25.0
Illinois	53,566	100.0	60.1	28.0	11.9	0.1	21.1
Indiana	23,692	100.0	50.0	39.3	10.7	0.0	30.4
Iowa	12,992	100.0	54.7	38.7	6.6	7.7	21.0
Kansas	14,410	100.0	60.3	36.2	3.5	0.0	23.2
Kentucky	12,383	100.0	54.1	38.5	7.4	0.0	26.0
Louisiana	16,486	100.0	55.6	36.5	7.9	0.3	13.7
Maine	5,108	100.0	50.2	39.1	10.7	0.0	29.0
Maryland	23,376	100.0	66.3	26.4	7.3	0.0	19.5
Massachusetts	28,697	100.0	67.2	23.3	9.5	0.0	15.6
Michigan	45,766	100.0	63.4	27.0	9.6	0.0	19.8
Minnesota	23,565	100.0	52.8	36.4	10.8	2.1	16.7
Mississippi	7,254	100.0	57.3	36.6	6.1	0.0	18.2
Missouri	24,374	100.0	60.9	30.2	8.9	1.8	18.0
Montana	4,715	100.0	58.7	32.2	9.1	0.0	20.0
Nebraska	11,055	100.0	51.9	39.9	8.2	11.5	19.3
Nevada	3,092	100.0	51.0	41.2	7.8	0.0	31.9
New Hampshire	4,183	100.0	54.6	31.5	13.9	0.3	25.9
New Jersey	29,683	100.0	65.8	25.2	9.0	0.0	17.4
New Mexico	8,507	100.0	61.1	35.0	3.9	0.0	21.7
New York	80,104	100.0	64.2	26.1	9.7	0.0	20.1
North Carolina	23,731	100.0	54.4	31.7	13.9	0.7	16.9
North Dakota	4,262	100.0	49.8	43.3	6.9	0.3	28.8
Ohio	43,769	100.0	59.5	30.9	9.6	0.0	23.1
Oklahoma	17,151	100.0	69.5	25.9	4.6	0.7	13.4
Oregon	14,337	100.0	73.1	21.3	5.6	0.0	13.4
Pennsylvania	56,355	100.0	54.2	34.8	11.0	0.0	25.6
Rhode Island	5,723	100.0	63.9	29.2	6.9	0.0	21.5
South Carolina	14,205	100.0	47.6	44.1	8.3	0.0	21.4
South Dakota	4,189	100.0	47.1	48.1	4.8	9.5	28.1
Tennessee	19,780	100.0	58.0	33.6	8.4	0.0	15.9
Texas	67,955	100.0	64.5	31.3	4.2	0.0	20.8
Utah	8,284	100.0	68.6	27.3	4.1	0.0	23.2
Vermont	1,816	100.0	50.3	31.9	17.8	0.1	22.5
Virginia	25,608	100.0	58.7	32.2	9.1	0.0	25.1
Washington	29,381	100.0	63.9	30.7	5.4	0.0	20.9
West Virginia	7,306	100.0	56.2	32.3	11.5	0.0	22.1
Wisconsin	24,810	100.0	58.4	32.4	9.2	1.6	23.1
Wyoming	2,247	100.0	66.6	27.2	6.2	0.0	22.6
Outside U.S. 3/	15,443	100.0	45.6	53.7	0.7	0.0	32.2

1/ Farm trainees already counted in BCL

2/ Correspondence trainees already counted in IHL or BCL as appropriate

3/ Area includes Commonwealth of Puerto Rico, U. S. Possessions and outlying areas, and foreign countries

Appendix
Table 12

CHAPTER 34

PERCENTAGE DISTRIBUTION OF TRAINEES BY TYPE AND PROPRIETARY STATUS OF FACILITY AS OF NOVEMBER 1971

		Proprietary Status of Facility 1/					
		Public			Private		
			Training Time			Training Time	
Type of Facility	Total	Total	Full	Part	Total	Full	Part
Insitutions of Higher Learning	100.0	78.3	53.8	24.5	21.7	11.6	10.1
University/College	100.0	67.9	51.4	16.5	32.1	16.5	15.6
Hospital	100.0	32.1	31.8	0.3	67.9	67.2	0.7
Teachers College	100.0	99.0	75.2	23.8	1.0	0.6	0.4
Junior College	100.0	94.8	56.2	38.6	5.2	3.1	2.1
Other Schools	100.0	13.7	9.7	4.0	86.3	8.6	77.7
Technical	100.0	9.8	8.6	1.2	90.2	15.3	74.9
Business	100.0	0.1	0.0	0.1	99.9	19.0	80.9
Secondary/Elementary	100.0	96.2	44.7	51.5	3.8	1.4	2.4
Vocational/Trade	100.0	13.3	10.3	3.0	86.7	6.3	80.4
Job Training Establishments	100.0	9.9	9.9	-	90.1	90.1	-
Total	100.0	54.9	38.0	16.9	45.1	16.8	28.3

1/ The proprietary status and training time percentages may vary slightly from those shown in Section III D and appendix tables 1-8. This is because some institutions provide more than one type of training, causing tabulations by type of facility to differ from tabulations by type of training.

Appendix
Table 13

COMPARISON OF ELIGIBLE VETERANS AND PARTICIPATION RATES AFTER FIRST SIXTY-SIX MONTHS OF EDUCATIONAL ASSISTANCE UNDER THREE GI BILLS

	World War II June 44 - Nov. 49	Korean Conflict Sept. 52 - Feb. 58	Post-Korean 1/ June 66 - Nov. 71	Vietnam Era 1/ June 66 - Nov. 71
Veteran Population	15,283,000	5,303,000	8,640,000	5,524,000
Total Trained	6,552,498	2,056,139	2,923,336	2,101,956
Percent.	42.9%	38.8%	33.8%	38.1%
School trainees	4,697,959	1,763,183	2,695,745	1,920,309
Percent	30.8%	33.3%	31.2%	34.8%
College	(13.6%)	(20.0%)	(18.4%)	(21.2%)
Below college	(17.2%)	(13.3%)	(12.8%)	(13.6%)
On-Job	1,348,255	208,061	221,475	178,997
Percent	8.8%	3.9%	2.5%	3.2%
Farm	506,284	84,895	6,116	2,650
Percent	3.3%	1.6%	0.1%	0.1%

1/ Includes 217,652 servicemen

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Appendix
Table 14

THREE GI BILLS

TOTAL NUMBER TRAINED, LEVEL OF TRAINING AND COST

Comparison for World War II, Korean Conflict, Post-Korean and Vietnam Era

	WW-II (Ended)	Korean Conflict (Ended)	Cumulative thru Nov. 1971		
			Post- 1/ Korean	Vietnam Era Veterans	Vietnam Era Servicemen
Total Trained	7,800,000	2,391,000	2,923,336	1,884,304	217,652
Percent	100.0	100.0	100.0	100.0	100.0
College	2,230,000	1,213,000	1,590,094	1,119,956	51,859
Percent	28.6	50.7	54.4	59.4	23.8
Below College	3,480,000	860,000	1,105,651	582,701	165,793
Percent	44.6	36.0	37.8	30.9	76.2
On-Job Training	1,400,000	223,000	221,475	178,997	-
Percent	17.9	9.3	7.6	9.5	
Institution on Farm	690,000	95,000	6,116	2,650	-
Percent	8.9	4.0	0.2	0.2	
Cost (In Billions)	$ 14.5	$ 4.5	$ 4.4	NA	NA

1/ Includes Vietnam Era

Appendix
Table 15

THREE GI BILLS

DEPENDENCY STATUS FOR TRAINEE PAYMENT

Comparison for WW II, Korean Conflict, Post-Korean and Vietnam Era

	Percent			
	WW II (Ended)	Korean Conflict (Ended)	Post-Korean (To Nov. 1971)	Vietnam Era (To Nov. 1971)
Total	100.0	100.0	100.0	100.0
Not paid for Dependents	46.1	46.0	57.5 1/	60.4 1/
Paid for one Dependent	23.7	17.5	15.3	17.8
Paid for two or more Dependents	30.2	36.5	27.2	21.8

1/ Includes persons with dependents if they are enrolled in less than half-time training, correspondence schools, or flight training; also includes all servicemen trainees for post-Korean and Vietnam era.

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Appendix
Table 16

THREE GI BILLS

EDUCATIONAL LEVEL OF TRAINEES AT TIME OF APPLICATION

Comparison for World War II, Korean Conflict, Post-Korean and Vietnam Era

	WW II (Ended)	Korean Conflict (Ended)	Post Korean (To Nov.71)	Vietnam Era 1/ (To Nov.71)
Total	100.0	100.0	100.0	100.0
0-8 Grade	20.1	9.3	1.5	1.3
1-3 years of high school	25.1	19.7	7.3	6.2
4 years of high school	38.5	44.5	67.5	71.2
1-3 years of college	11.6	18.3	13.6	12.1
4 or more years of college	4.7	8.2	10.1	9.2
Median educational level	12.1 Yrs.	12.5 Yrs.	12.6 Yrs.	12.6 Yrs.

1/ Servicemen not included

Appendix
Table 17

CHAPTER 31

VOCATIONAL REHABILITATION FOR SERVICE-DISABLED VETERANS

Veterans in Training, November 1971

	Trainees				
Type of Training	Total	Full Time	Total	3/4	1/2
Total	20,166	18,155	2,011	1,042	969
College level	15,058	13,409	1,649	933	716
Schools below college level	3,957	3,595	362	109	253
Job training	1,022	1,022	-	-	-
Farm training	129	129	-	-	-

Appendix
Table 18

CHAPTER 35
DEPENDENTS EDUCATIONAL ASSISTANCE

Persons in Training November 1971

	Total	Orphans	Children of 100% Disab.	Widows	Wives of 100% Disab.	POW Children	POW Wives
Total	40,779	21,361	13,912	4,164	1,266	40	36
College	36,906	19,820	12,934	3,126	954	36	36
Graduate	1,634	707	443	384	94	1	5
Jr. College	9,190	4,613	2,847	1,302	419	3	6
Other Undergraduate	26,082	14,500	9,644	1,440	441	32	25
BCL	3,835	1,522	963	1,036	310	4	-
Special Restorative	38	19	15	2	2	-	-

Mr. Helstoski. Without objection, a comparison of independent colleges, and universities, 1947–48 versus 1971–72, showing veteran undergraduate enrollment, total undergraduate enrollment, and increases in total cost at the educational institutions cited, will be inserted in the record at this point.

(The data referred to follows:)

COMPARISON OF INDEPENDENT COLLEGES AND UNIVERSITIES

1947-48 vs 1971-72

by

Veterans Undergraduate Enrollment,

Total Undergraduate Enrollment,

and

Increases in Total Costs

Howard E. Holcomb
Director of Federal Relations
National Council of Independent
Colleges and Universities
One Dupont Circle, Suite 770
Washington, D. C. 20036

202-293-1245

Institutions by State	1947-48 Enrollment		1971-72 Enrollment		Multiple Cost Increases
	Total	Veterans	Total	Veterans	
ALABAMA					
Athens	256	na	916	126	4x
Birmingham Southern	1339	701	1031	13	3x
Huntingdon	815	na	684	30	3x
Mobile	na	na	606	51	na
St. Bernard	(1)	(1)	632	40	4x
Tuskegee Institute	2588	1375	2729	177	3x
ARKANSAS					
Arkansas College	426	158	396	31	4x
Ouachita Baptist	831	na	1322	69	3x
CALIFORNIA					
Azuza Pacific	126	41	800	54	6x
Biola College	878	na	1628	118	5x
California Baptist	na	na	675	90	na
California Inst. of Tech.	785	527	786	6	3x
California Lutheran	(2)	(2)	980	38	2x
Claremont Men's	243	164	804	24	4x
College of Notre Dame	125	(1)	622	97	na
Dominican of San Rafael	301	4	359	20	2x
Harvey Mudd	na	na	401	3	na
Holy Names	237	na	455	8	3x
Immaculate Heart	1119	na	937	7	3x
Loma Linda U	986	na	1735	116	4x
Loyola U of L.A.	1549	na	1934	78	3x
Marymount	(3)	(3)	775	(3)	na
Monterey Inst. of Foreign Studies	(2)	(2)	431	111	na
Occidental	1201	625	1749	30	3x
Pacific College	(2)	(2)	447	22	na
Pacific Oaks	(2)	(2)	123	5	na
Pomona	1115	na	1300	9	4x
Saint Patrick's	(1)	(1)	105	4	2x
Southern California Col.	267	na	540	na	5x
Stanford U	15796	7011	17998	291	3x
U of Redlands	1246	382	1774	53	4x
U of San Diego	(2)	(2)	1242	91	na
U of San Francisco	2250	1496	4728	375	9x
U of Santa Clara	1106	na	3362	74	3x
Whittier	1249	507	1815	66	3x
Pepperdine U	4431	2299	4641	639	5x
COLORADO					
Colorado College	1040	na	1792	45	4x
Loretto Heights	439	na	846	33	4x
Regis	na	na	1414	137	na
CONNECTICUT					
Albertus Magnus	210	na	502	na	3x
Bridgeport Engineering Inst.	475	285	397	151	3x

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(1) Was a junior college
(2) Not in existence
(3) College for Women

Institutions by State	1947-48 Enrollment		1971-72 Enrollment		Multiple Cost Increases
	Total	Veterans	Total	Veterans	
Connecticut (cont.)					
Hartford Col for Women	(3)	(3)	(3)	(3)	
Post Junior Col	262	172	493	25	9x
Sacred Heart U	(2)	(2)	2042	na	na
Trinity College	865	540	1583	33	4x
U of Bridgeport	2157	1747	5756	400	3x
U of Hartford	na	na	7007	830	na
U of New Haven	na	na	2504	934	na
Yale U	5676	3365	4739	37	4x
DISTRICT OF COLUMBIA					
Catholic U	4666	1927	6486	387	3x
Dunbarton	471	0	736	0	
George Washington U	na	na	5586	335	na
Howard U	4437	na	7199	328	na
FLORIDA					
Bethune Cookman	660	156	1219	65	4x
Embry-Riddle Aeron. U	na	na	1186	401	na
Florida Inst of Tech	na	na	1271	185	na
Florida Memorial	na	na	821	68	na
Florida Presbyterian	(2)	(2)	1099	10	na
Saint Leo	(1)	(1)	1154	78	na
U of Tampa	1078	380	2319	340	3x
GEORGIA					
Andrew	na	na	295	9	na
Atlanta Baptist	na	na	270	61	na
Berry College	659	77	973	55	3x
Brewton-Parker	102	na	618	61	3x
Clarke	849	142	1183	63	5x
Emmanuel	119	20	324	15	na
Emory U	2152	na	3204	44	4x
Gordon Military	na	na	503	103	na
Morehouse	893	7	1227	70	3x
Reinhardt	122	6	310	5	4x
Shorter	222	na	591	39	3x
Young Harris	294	na	343	10	5x
HAWAII					
Chaminade	na	na	1585	221	na
IDAHO					
Northwest Nazarene	649	na	1114	44	4x
ILLINOIS					
Augustana	1413	889	2056	50	3x
Aurora	609	275	1020	98	4x
Barat	(3)	(3)	(3)	(3)	
Blackburn	325	69	627	7	4x
Elmhurst	na	na	1891	253	4x
Eureka	333	142	655	14	8x

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(2) Not in existence

(3) College for Women

Institutions by State	1947-48 Enrollment Total	1947-48 Enrollment Veterans	1971-72 Enrollment Total	1971-72 Enrollment Veterans	Multiple Cost Increases
Illinois (continued)					
George Williams	345	na	600	37	3x
Greenville	453	44	838	36	2x
Illinois Benedictine	106	na	1021	32	12x
Illinois Inst of Tech	3289	2284	4381	412	3x
Illinois Wesleyan U	na	na	1687	13	na
Judson	na	na	326	21	na
Kendall	194	na	1600	100	
Knox	842	362	1437	11	4x
Lake Forest U	742	319	1224	15	4x
Lewis	350	50	2400	184	2x
Loyola U	6630	2000	11251	459	7x
MacCormac Junior	400	350	207	6	4x
MacMurray College	(3)	(3)	980	13	4x
Millikin U	1371	852	1505	32	8x
Monmouth	913	261	1203	23	4x
National Col of Education	na	na	603	2	na
North Central	904	387	932	24	5x
North Park	828	na	1080	na	4x
Principia	454	na	803	7	3x
Rockford	(3)	(3)	743	20	3x
Robert Morris	(2)	(2)	406	11	na
Roosevelt U	5434	2700	5185	965	4x
Rosary	728	2	825	4	4x
Saint Xavier	533	(3)	977	21	na
Shimer	261	12	375	10	3x
Tolentine	(2)	(2)	102	2	na
Trinity College	na	na	796	34	na
U of Chicago	2947	1146	2144	18	4x
Wheaton	1593	500	1933	10	4x
Northwestern U	21128	9941	9372	90	5x
INDIANA					
Butler U	4219	2645	2553	111	9x
Concordia Senior	(2)	(2)	436	6	na
DePauw U	2180	695	2253	4	4x
Earlham	769	na	1168	10	4x
Fort Wayne Bible	279	53	490	49	5x
Franklin	630	270	743	51	4x
Hanover	659	310	1034	4	5x
Huntington	337	na	548	29	4x
Indiana Central	440	193	2334	265	4x
Indiana Inst of Tech	1102	998	636	40	4x
Marian	247	1	923	26	3x
Manchester	831	223	1410	23	4x
Oakland City	180	64	645	42	6x
Rose-Hulman Inst of Tech	550	400	1100	25	5x
Saint Francis	(3)	(3)	943	90	4x
Saint Joseph's	601	301	1197	38	3x
Saint Joseph's Calumet	(2)	(2)	1665	182	na
Saint Mary's	646	na	1874	0	na

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(2) Not in existence
(3) College for Women

Institutions by State	1947-48 Enrollment		1971-72 Enrollment		Multiple Cost Increases
	Total	Veterans	Total	Veterans	
Indiana (continued)					
Saint Meinrad	148	na	259	5	5x
Taylor U	449	na	1420	12	5x
U of Evansville	2694	na	4672	335	7x
U of Notre Dame	4220	3587	6439	108	3x
Valparaiso U	1851	876	3729	52	4x
IOWA					
Briar Cliff	338	na	957	139	4x
Buena Vista	535	326	884	44	6x
Central	513	na	1256	23	4x
Coe	1313	400	1323	59	3x
Dordt	na	na	970	15	na
Grand View	na	na	1214	110	na
Iowa Wesleyan	580	328	687	32	4x
Loras	na	na	1476	93	3x
Marycrest	508	31	961	25	4x
Morningside	1477	na	1612	119	3x
Mount Mercy	126	na	649	49	3x
Mount Saint Clare	221	na	260	6	3x
Northwestern	na	na	691	26	14x
Ottuma Heights	101	1	375	13	4x
Simpson	712	274	957	35	5x
U of Dubuque	681	215	904	99	4x
Upper Iowa U	474	264	879	60	6x
Wartburg	554	146	1361	49	3x
Westmar	402	132	979	34	4x
KANSAS					
Baker U	648	na	868	15	4x
Bethany	400	95	689	22	4x
Bethel	438	na	481	8	4x
College of Emporia	424	132	631	60	4x
Donnelly	(2)	(2)	627	80	na
Friends U	577	264	923	54	5x
Kansas Wesleyan	514	255	568	37	4x
Marymount	(3)	(3)	592	26	na
McPherson	406	74	578	21	4x
Ottawa U	660	227	759	20	5x
Sacred Heart	82	na	624	61	5x
Saint John's	277	26	283	8	4x
Saint Mary	379	na	602	15	3x
Saint Mary of the Plains	(2)	(2)	467	na	na
Sterling	324	90	524	32	4x
Tabor	343	4	412	6	5x
KENTUCKY					
Bellarmine	na	na	1655	234	na
Berea	1163	294	1449	31	4x
Brescia	167	na	957	116	4x

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(2) Not in existence
(3) College for Women

Institutions by State	1947-48 Enrollment		1971-72 Enrollment		Multiple Cost Increases
	Total	Veterans	Total	Veterans	
Kentucky (continued)					
Campbellsville	225	na	856	65	4x
Cumberland	435	145	1820	194	3x
Lees Junior	na	na	423	9	na
Midway Junior	20	na	187	1	na
Southeastern Christian	na	na	122	6	na
Spalding	891	na	763	26	10x
Sue Bennett	172	47	181	8	4x
Thomas More	399	76	1812	198	6x
Translvania	548	297	775	14	5x
Union	437	242	708	42	7x
LOUISIANA					
Dillard U	636	103	984	35	4x
Tulane U	3875	1767	4252	137	6x
MAINE					
Bowdoin	1080	365	1007	9	4x
Colby	1084	150	1538	10	4x
Nasson	(3)	(3)	878	18	4x
Saint Francis	na	na	564	20	na
MARYLAND					
College of Notre Dame	419	3	549	0	3x
Columbia Union	720	na	1011	81	6x
Goucher	741	8	1020	0	3x
Hood	538	na	550	1	3x
Johns Hopkins U	1757	1083	2020	25	4x
Kirkland Hall	na	na	101	4	na
Md Inst College of Art	511	266	907	66	10x
Mount Saint Mary's	628	413	1131	64	4x
Peabody Conserv of Music	672	231	292	12	na
Saint John's	270	183	356	12	3x
Saint Mary's Sem & U	370	na	226	5	4x
U of Baltimore	1687	na	3757	893	3x
Washington	na	na	781	10	na
Western Maryland	871	295	1120	11	5x
MASSACHUSETTS					
Amherst	1161	575	1232	12	3x
Anna Maria	36	na	580	15	na
Babson	557	434	964	73	3x
Bradford Junior	271	0	324	0	3x
Boston U	14377	2000	13138	532	4x
Clark U	857	na	2433	32	5x
College of the Holy Cross	1079	939	2379	13	3x
Dean Junior Col	na	na	909	26	na
Emmanuel	758	0	1225	0	2x
Endicott Junior	296	0	820	0	3x
Gordon	365	na	813	28	5x

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(3) College for Women

Institutions by State	1947-48 Enrollment		1971-72 Enrollment		Multiple Cost Increases
	Total	Veterans	Total	Veterans	
Massachusetts (continued)					
Harvard U	5600	3326	6073	89	4x
Merrimack	134	84	2100	48	10x
Nichols	257	155	702	85	2x
Northeastern U	8806	7176	29306	4400	3x
Smith	2169	(3)	2329	(3)	3x
Stonehill	na	na	1591	12	na
Suffolk U	1507	1356	2897	379	3x
Tufts U	2512	1672	3698	32	7x
Wentworth Institute	815	na	1530	147	8x
Western New England	630	347	2405	441	13x
Wheelock	351	0	783	0	
Worcester Junior	544	411	936	94	2x
Worcester Poly Tech	860	619	1878	24	3x
MICHIGAN					
Albion	1259	510	1809	10	4x
Alma	664	305	1328	11	4x
Andrews U	1033	na	1557	114	5x
Aquinas	575	183	1430	185	4x
Calvin	1394	483	3306	124	3x
Detroit Inst of Tech	2825	1604	1148	140	6x
Hillsdale	715	279	1043	45	4x
Hope	1189	437	2101	43	4x
Lawrence Inst of Tech	2496	1873	4107	1019	2x
Madonna	219	na	727	15	3x
Mercy College of Detroit	237	na	1620	54	3x
Nazareth	312	na	432	7	5x
Olivet	330	na	832	28	3x
Siena Heights	382	na	567	43	3x
Suomi	167	65	399	26	2x
U of Detroit	8339	4605	6977	655	5x
Wood Junior	175	na	224	10	3x
MINNESOTA					
Augsburg	907	362	1520	97	5x
College of St. Catherine	800	20	1367	1	3x
College of St. Scholastica	450	7	915	33	3x
College of St. Teresa	569	1	987	2	3x
College of St. Thomas	2116	1419	2024	104	3x
Concordia	1121	602	2402	17	3x
Gustavus Adolphus	1263	511	1918	13	5x
Hamline U	1193	na	1283	29	5x
Macalester	1571	637	2096	11	5x
Saint Olaf	1660	564	2650	5	4x
MISSISSIPPI					
Lane	na	na	921	64	8x
Millsaps	800	339	996	44	4x
Mississippi College	1411	na	1909	152	8x
Rust	205	61	747	13	5x
Tougaloo	378	na	752	17	3x

(3) College for Women

Institutions by State	1947-48 Enrollment		1971-72 Enrollment		Multiple Cost Increases
	Total	Veterans	Total	Veterans	
MISSOURI					
Avila	239	(3)	750	14	3x
Central Methodist	823	na	806	47	na
Columbia College	357	na	658	19	3x
Culver-Stockton	504	216	682	46	4x
Evangel	(2)	(2)	1228	33	na
Fontbonne	368	0	738	0	2x
Kansas City Art Inst	590	374	593	49	4x
Kemper Military	140	na	130	3	--
Lindenwood Colleges	483	(3)	651	22	3x
Marillac	(3)				
Missouri Valley	563	282	846	31	3x
Notre Dame	70	(1)	340	1	na
Park	577	108	604	32	6x
Rockhurst	790	493	1147	96	6x
St. Louis	338	247	625	36	3x
St. Mary's of O'Fallon	(3)	(3)	353	47	na
School of the Ozarks	550	(4)	1130	60	na
Stephens	2126	2	2052	2	3x
Webster	351	na	1091	55	4x
Westminster	584	342	685	9	3x
MONTANA					
College of Great Falls	434	154	1031	186	2x
Rocky Mountain	205	149	550	30	3x
NEBRASKA					
College of Saint Mary	125	na	560	11	4x
Concordia Teachers	168	19	1737	28	6x
Creighton U	2193	1394	2687	87	3x
Dana	287	5	848	35	4x
Doane	459	157	711	21	4x
Hastings	760	290	826	8	4x
Midland Lutheran	446	165	821	29	4x
Nebraska Wesleyan U	830	297	1177	22	6x
Union College	1270	na	810	49	4x
NEW HAMPSHIRE					
Dartmouth	3167	1847	3987	95	4x
Rivier	128	na	666	23	4x
Saint Anselm's	575	431	1674	85	5x
NEW JERSEY					
Bloomfield	200	80	1698	150	4x
Centenary	(3)				
College of St. Elizabeth	(3)				
Fairleigh Dickinson U	na	na	16115	2040	na
Georgian Court	235	na	730	1	2x
Monmouth	723	319	5020	331	5x

(2) Not in existence
(3) College for Women
(4) Was a high school

Institutions by State	1947-48 Enrollment Total	1947-48 Enrollment Veterans	1971-72 Enrollment Total	1971-72 Enrollment Veterans	Multiple Cost Increases
New Jersey					
Rider	na	na	3670	213	na
Stevens Inst of Tech	1480	na	1299	23	3x
Union College	775	na	3624	507	--
Upsala	1757	956	2027	115	5x
NEW MEXICO					
College of Santa Fe	148	90	1265	188	3x
NEW YORK					
Academy of Aeronautics	835	751	1198	390	3x
Adelphi U	2574	355	7855	476	3x
Bard	293	75	773	3	2x
Canisius	na	na	3126	266	6x
Cazenovia	175	0	480	0	4x
Clarkson	1757	1298	2323	67	3x
Colgate U	1443	1000	2269	6	4x
Columbia U	3919	2604	4799	264	5x
College of New Rochelle	861	0	967	0	3x
College of White Plains	387	0	479	0	2x
Concordia	141	20	433	4	4x
Cooper Union	na	na	915	24	na
Dominican of Blauvelt	(2)	(2)	636	20	na
Dowling	(2)	(2)	1164	146	na
D'Youville	449	na	1293	5	7x
Eisenhower	(2)	(2)	773	13	na
Elizabeth Seton	(2)	(2)	360	0	na
Elmira	593	185	2558	178	3x
Finch	280	7	344	0	2x
Fordham U	6542	3199	8371	944	3x
Hamilton	599	359	941	19	4x
Hartwick	591	265	1687	20	4x
Hobart and Wm Smith	na	na	1658	19	3x
Hofstra U	2231	1396	11963	904	9x
Houghton	762	200	1202	17	2x
Iona	1562	1300	3107	172	6x
Juilliard	1035	na	662	9	2x
Keuka	430	0	778	0	4x
Kirkland	na	na	(3)	(3)	
Le Moyne	446	268	1723	50	10x
Long Island U	3750	2083	5289	696	5x
Manhattan	2658	1788	3668	222	5x
Manhattanville	na	na	1093	4	na
Maria	(2)	(2)	380	8	na
Marist	32	4	1515	198	5x
Marymount Manhattan	(1)	(1)	720	1	na
Medaille	na	na	497	11	na
Mercy	(2)	(2)	1583	80	na
Molloy					

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(1) Was a junior college
(2) Not in existence

Institutions by State	1947-48 Enrollment		1971-72 Enrollment		Multiple Cost Increases
	Total	Veterans	Total	Veterans	
New York (continued)					
Nazareth of Rochester	522	na	1415	2	4x
Niagara U	1492	959	2417	95	6x
Pace	6893	4440	6512	1045	8x
Packer	127	0	75	0	5x
Paul Smith's	265	170	1123	96	2x
Poly Inst of Brooklyn	3670	2411	2061	140	4x
Rensselear Poly Inst	3972	2929	3439	37	3x
Roberts Wesleyan	(1)	(1)	655	20	na
Rochester Inst of Tech	5812	2750	10040	1710	5x
Rogers	(3)	(3)	236	1	na
Rosary Hill	44	na	1249	48	6x
Russell Sage	724	128	1355	1	3x
St. Bonaventure U	1513	1100	2194	na	2x
St. Francis	878	500	2580	250	4x
St. Joseph's	560	na	530	2	4x
St. Lawrence U	1245	614	2290	21	4x
St. Thomas Aquinas	(2)	(2)	660	8	na
Sarah Lawrence	353	3	772	5	3x
Siena	2720	1947	1910	109	5x
Syracuse U	na	na	8821	204	na
Trocaire	na	na	442	1	na
U of Rochester	4826	1295	5338	232	4x
Utica	1429	663	2628	297	6x
Vassar	1370	44	2106	13	3x
Villa Maria	na	na	560	14	na
Wagner	1352	827	3588	96	na
Webb Inst of Naval Archit	70	na	82	2	na
Wells	(3)				
New York U	26438	14359	10932	463	
St. John's U	5699	3325	8594	335	
NORTH CAROLINA					
Brevard	467	248	531	7	3x
Campbell	583	101	2401	275	5x
Catawba	788	na	1133	31	4x
Chowan	na	na	1545	55	4x
Davidson	957	na	1057	5	3x
Duke U	4008	na	5186	51	3x
Greensboro	369	(3)	590	15	3x
Guilford	592	284	1740	305	4x
High Point	859	na	1060	60	3x
Johnson C. Smith U	825	120	1036	55	4x
Lees-McRae	244	na	670	8	3x
Lenoir Rhyne	843	438	1395	87	3x
Livingstone	389	10	745	13	5x
Mars Hill	1051	250	1467	75	5x
Methodist	(2)	(2)	756	59	na
Montreat-Anderson	321	na	313	10	4x
Mount Olive	na	na	328	20	na

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(1) Was a junior college

(2) Not in existence

(3) College for Women

Institutions by State	1947-48 Enrollment Total	1947-48 Enrollment Veterans	1971-72 Enrollment Total	1971-72 Enrollment Veterans	Multiple Cost Increases
North Carolina (continued)					
North Carolina Wesleyan	(2)	(2)	623	50	na
Peace	260	0	506	0	3x
Pfeiffer	338	na	1088	68	4x
Queens	na	na	672	0	na
Saint Andrews Presbyterian	(2)	(2)	892	16	na
Salem	397	32	530	1	3x
Wake Forest U	1700	1043	2814	42	4x
Warren Wilson	190	na	361	6	4x
Wingate	352	122	1667	52	3x
NORTH DAKOTA					
Jamestown	500	na	536	19	5x
Mary	(1)	(1)	534	43	na
OHIO					
Ashland	562	250	2544	70	4x
Baldwin-Wallace	1729	863	3135	132	4x
Bluffton	306	na	676	10	5x
Capitol	1081	301	1868	55	5x
Cedarville	149	47	970	45	4x
Col of Mt St Joseph	434	1	794	3	4x
Col of Steubenville	318	218	1304	79	6x
Col of Wooster	1330	na	1796	na	3x
Defiance	699	400	1049	73	5x
Denison	1339	450	2098	3	3x
Edgecliff	350	na	800	5	4x
Findlay	372	na	1175	67	7x
Heidelberg	807	na	1240	54	5x
John Carroll U	2246	1488	3210	187	2x
Kenyon	633	304	1294	9	4x
Malone	(2)	(2)	836	38	na
Marietta	1228	752	1913	25	4x
Mary Manse	608	9	554	3	3x
Mount Union	944	330	1304	9	3x
Muskingum	952	na	1268	20	4x
Notre Dame	305	(3)	605	(3)	2x
Oberlin	2083	800	2592	20	4x
Ohio Dominican	256	(3)	965	36	7x
Ohio Wesleyan	2121	507	2543	10	4x
Otterbein	1039	401	1400	67	4x
Rio Grande	194	112	750	20	5x
St John of Cleveland	517	0	348	4	
Walsh	na	na	899	74	na
Western	(3)	(3)	351	0	3x
Wilberforce	500	30	1328	60	4x
Wittenberg	2385	709	3415	67	na
Xavier U	3163	1715	2918	175	4x
OKLAHOMA					
Oklahoma Baptist U	1328	296	1587	75	2x
Oklahoma City U	2131	1388	1780	163	2x

(1) Was a junior college
(2) not in existence
(3) College for Women

Institutions by State	1947-48 Enrollment		1971-72 Enrollment		Multiple Cost Increases
	Total	Veterans	Total	Veterans	
Oklahoma (continued)					
Oral Roberts U	na	na	1336	22	na
Phillips U	1126	na	1361	236	4x
U of Tulsa	4037	2154	4855	572	3x
OREGON					
Concordia	na	na	152	4	na
George Fox	162	33	432	18	4x
Lewis and Clark	1060	593	1786	35	4x
Marylhurst	(3)	(3)	(3)	(3)	na
Mt Angel	84	na	294	26	6x
Pacific U	907	555	1204	86	3x
Reed	732	351	1186	15	4x
Warner Pacific	198	3	468	33	6x
Willamette U	1211	na	1320	17	3x
PENNSYLVANIA					
Albright	742	395	1338	45	3x
Allegheny	1050	250	1750	19	3x
Alliance	200	na	585	33	6x
Beaver	606	(3)	802	(3)	3x
Bryn Mawr	549	na	792	0	3x
Cabrini	43	na	394	na	2x
Carlow	400	110	1045	1	10x
Carnegie-Mellon U	3600	2000	3292	78	3x
Chestnut Hill	486	(3)	626	(3)	na
Delaware Valley	180	68	1224	104	3x
Drexel U	4119	na	6989	815	4x
Elizabethtown	359	20	1514	94	3x
Franklin and Marshall	1302	1016	1915	35	4x
Geneva	1445	709	1605	99	4x
Gettysburg	1203	na	1903	10	4x
Haverford	450	10	700	2	2x
Holy Family	na	na	752	0	na
Immaculata	354	0	1473	0	3x
Juniata	662	265	1222	17	5x
Keystone Junior	511	267	1153	68	3x
King's	555	464	2669	312	7x
Lafayette	na	na	1934	26	na
LaRoche	na	na	402	21	na
La Salle	na	na	3781	267	na
Lebanon Valley	817	445	1017	17	5x
Lycoming	798	379	1432	35	3x
Marywood	710	15	1498	5	3x
Mercyhurst	401	0	954	30	3x
Moravian	369	310	1345	58	3x
Mt Aloysius Junior	87	0	509	18	3x
Muhlenberg	1285	991	1605	54	3x
PMC	868	724	2661	482	2x

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(3) College for Women

Institutions by State	1947-48 Enrollment		1971-72 Enrollment		Multiple Cost Increases
	Total	Veterans	Total	Veterans	
Pennsylvania (continued)					
Phila Col of Textiles and Science	432	na	2130	320	6x
Phila Musical Academy	na	na	282	12	na
Point Park	(2)	(2)	2000	423	na
St Joseph's	na	na	2015	68	na
St Vincent	841	510	986	45	3x
Susquehanna U	432	na	1342	47	4x
Swarthmore	1068	389	1166	10	3x
Thiel	586	200	1384	13	4x
U of Pennsylvania	na	na	7720	371	na
U of Scranton	2328	1808	2392	227	2x
Ursinus	986	438	1137	22	3x
Valley Forge Military Jr	50	na	110	na	na
Villa Maria	286	0	659	2	3x
Villanova U	3488	1509	7450	409	3x
Washington & Jefferson	na	na	1094	18	na
Waynesburg	889	518	1057	67	3x
Wilkes	1102	500	2575	125	3x
Wilson	481	0	455	0	3x
York	444	0	2514	309	7x
Duquesne U	4537	2961	5191	541	9x
PUERTO RICO					
Catholic U of P.R.	na	na	4923	446	na
Inter American U	489	na	12775	1041	3x
RHODE ISLAND					
Providence	1979	1012	2543	237	na
Salve Regina	na	na	989	167	na
SOUTH CAROLINA					
Benedict	768	200	1487	106	6x
Coker	383	37	410	14	3x
Converse	448	0	778	0	3x
Erskine	489	na	714	21	3x
Furman U	1326	na	2245	73	3x
Newberry	642	300	804	25	4x
North Greenville Jr	200	na	612	59	4x
Presbyterian	515	262	857	21	4x
Voorhees	na	na	736	43	na
Wofford	762	31	1030	46	4x
SOUTH DAKOTA					
Augustana	887	400	2051	85	5x
Dakota Wesleyan	501	200	569	29	3x
Freeman Junior	78	4	56	2	4x
Huron	436	na	730	42	3x
Mount Marty	48	0	524	16	5x
Presbyterian	(2)	(2)	359	15	na
Sioux Falls	458	na	955	133	3x
Yankton	427	188	502	24	4x

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(2) Not in existence

Institutions by State	1947-48 Enrollment		1971-72 Enrollment		Multiple Cost Increases
	Total	Veterans	Total	Veterans	
TENNESSEE					
Aquinas Junior	na	na	309	56	na
Belmont	(2)	(2)	882	62	na
Bethel	383	110	471	48	4x
Bryan	na	na	455	32	na
Carson-Newman	799	232	1728	90	4x
Covenant	(2)	(2)	394	18	na
David Lipscomb	722	228	2196	59	3x
Fisk U	971	na	1324	15	4x
Freed-Hardman	373	130	851	15	4x
Hiwassee	238	69	614	37	4x
Johnson Bible	145	na	239	14	6x
Lambuth	373	125	834	23	5x
LeMoyne-Owen	372	131	713	50	4x
Lincoln Memorial U	554	207	634	51	4x
Maryville	898	255	833	18	12x
Milligan	507	203	758	25	4x
Scarritt	56	na	75	4	3x
Tennessee Temple	135	33	1286	128	8x
Tennessee Wesleyan	na	na	691	43	na
Trevecca Nazarene	397	80	760	35	6x
Tusculum	458	170	560	17	4x
Union U	886	375	862	51	3x
U of the South	515	279	938	16	3x
Vanderbilt U	2965	1344	4585	48	
TEXAS					
Abilene Christian	1614	800	2949	243	5x
Baylor U	4781	2556	6380	304	2x
Concordia	(2)	(2)	260	8	na
Dallas Baptist	na	na	2611	94	na
Dominican	150	na	374	na	7x
East Texas Baptist	na	na	735	57	na
Ft Worth Christian	na	na	86	3	na
Hardin-Simmons U	2405	na	1401	119	3x
Huston-Tillotson	659	188	717	20	5x
Incarnate Word	679	29	1196	100	—
Jarvis Christian	220	40	645	16	8x
Lubbock Christian	na	na	1126	46	na
Mary Hardin Baylor	517	0	763	62	2x
McMurray	622	168	1296	135	3x
Our Lady of the Lake	400	29	1240	172	3x
Southern Methodist U	9011	5231	10016	505	4x
Southwestern	858	301	862	28	3x
Texas Christian U	4084	2159	5443	232	3x
Texas Lutheran	290	30	1017	22	5x
Trinity U	1966	691	2479	120	10x
U of Corpus Christi	na	na	565	64	na
U of St Thomas	80	5	1446	79	9x
Wayland Baptist	501	132	746	45	4x
William Marsh Rice U	1483	639	2562	12	na

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(2) Not in existence

Institutions by State	1947-48 Enrollment		1971-72 Enrollment		Multiple Cost Increases
	Total	Veterans	Total	Veterans	
UTAH					
Brigham Young U	4815	na	22627	1322	2x
Westminster	308	50	813	125	7x
VERMONT					
Bennington	324	2	600	2	4x
Marlboro	56	50	225	4	na
Middlebury	1180	494	1846	25	4x
Norwich U	616	321	1028	8	4x
St Michael's	740	458	1269	33	4x
VIRGINIA					
Averett	396	30	889	55	3x
Bridgewater	512	185	877	11	4x
Emory & Henry	672	267	799	32	3x
Hollins	370	0	1091	0	3x
Lynchburg	663	325	1730	77	4x
Mary Baldwin	340	na	764	na	3x
Marymount of Virginia	na	na	580	0	na
Randolph-Macon	537	302	784	8	3x
Roanoke	624	250	1355	81	4x
Saint Paul's	454	128	512	13	5x
Southern Seminary Jr	250	0	300	0	2x
U of Virginia	3871	na	6576	188	na
Virginia Wesleyan	(2)	(2)	626	37	na
Washington & Lee	1332	767	1610	86	3x
WASHINGTON					
Fort Wright	200	0	339	7	3x
Gonzaga U	1184	1079	2232	130	3x
St Martin's	397	na	574	91	4x
Seattle Pacific	913	228	1692	76	4x
Seattle U	2469	687	2306	343	10x
Walla Walla	1156	478	1852	127	
Whitworth	748	298	1352	94	4x
WEST VIRGINIA					
Alderson-Broaddus	186	78	1067	79	4x
Bethany	815	na	1138	7	4x
Davis & Elkins	844	452	815	21	4x
Morris Harvey	2638	781	3095	308	3x
Ohio Valley	na	na	151	6	na
Wheeling	na	na	683	9	na
WISCONSIN					
Alverno	323	0	1101	3	4x
Beloit	1097	na	1768	13	3x
Carroll	861	425	1259	15	3x
Carthage	712	276	1342	104	4x
Dominican	161	0	795	25	7x

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(2) Not in existence

Institutions by State	1947-48 Enrollment		1971-72 Enrollment		Multiple Cost Increases
	Total	Veterans	Total	Veterans	
Wisconsin (continued)					
Edgewood	115	0	437	8	4x
Holy Family	na	na	606	25	na
Marian of Fond du Lac	158	0	550	9	9x
Marquette U	6983	4002	8032	388	na
Milton	365	228	836	72	4x
Mount Mary	959	6	791	4	2x
Mount Senario	na	na	228	12	na
Northland	366	158	632	25	5x
Ripon	684	190	1027	9	3x
St Norbert	841	na	1659	33	4x
Viterbo	129	na	485	na	2x
TOTALS:	588,776	232,215	1,046,645	62,166	

ADDITIONAL INFORMATION

1947-48	1971-72
Peak post-World War II college enrollment of veterans--1,245,000	College enrollment of veterans--917,000 (DVB IB 24-71-8)*
Slightly more than 50% of veterans enrolled in independent colleges	Slightly more than 20% (21.1%) of veterans enrolled in independent colleges (DVB IB 24-71-8)*
All independent colleges enrolled slightly more than 50% of all students	Independent colleges enrolled about one-third of degree students
Veterans benefits provide up to $1175	Veterans benefits provide $1575--an increase of about 30%
Total costs at independent colleges competitive with public colleges	Total costs of education at 90% of independent colleges have increased 300% or more since 1947-48
In the 620 independent colleges responding to this survey (1,000) veterans approximated one-half their total enrollment	The 620 colleges show veterans comprise less than 10% of their total enrollment

*Department of Veterans Benefits, Information Bulletin, September 8, 1971.

Mr. HELSTOSKI. We are pleased to have as our first witness, Mr. Olney B. Owen, chief benefits director of the Veterans' Administration, who is charged with the overall responsibility for the administration of these educational programs. I think it would be helpful and of interest to the members if Mr. Owen could at the outset give us a brief up-to-date report on the progress of the current program for our Vietnam era veterans and, in his discussion of the legislative proposals on the agenda, we will be pleased to receive any specific recommendations he may be in a position to make on behalf of the Administrator of Veterans' Affairs, Mr. Owen.

STATEMENT OF OLNEY B. OWEN, CHIEF BENEFITS DIRECTOR, VETERANS' ADMINISTRATION, ACCOMPANIED BY: J. C. PECKARSKY, DEPUTY CHIEF BENEFITS DIRECTOR; J. T. TAAFFE, JR., DIRECTOR, COMPENSATION, PENSION, AND EDUCATION SERVICE; A. T. BRONAUGH, ASSOCIATE GENERAL COUNSEL; JOHN H. KERBY, ASSISTANT GENERAL COUNSEL

Mr. OWEN. Thank you, Mr. Chairman. Before I proceed, I might introduce my associates. On my immediate right is Mr. Al Bronaugh, associate general counsel of the Veterans' Administration; on my immediate left, Charlie Peckarsky, deputy chief benefits director, and adjacent to him is Mr. James T. Taaffe, Jr., the director of compensation pension and education service of the department of veterans benefits.

I will be pleased to give you a summary of the education program to date. Let me say, of course, that we had a GI bill providing benefits for the World War II veteran and, also, for the Korean veteran. The authority to provide benefits under those bills has expired.

In 1966—in fact effective June 1, 1966—the Congress enacted the current GI bill. It is basically provided in three chapters of title 38, U.S. Code. Chapter 31 provides vocational rehabilitation training to the seriously disabled veteran, who by definition are those 50 percent or more disabled due to service connected disability. For those less than 30 percent disabled, there must be a definite finding for need of vocational training to overcome a pronounced employment handicap.

Chapter 34 is sometimes referred to as the general education bill. This provides payment of an allowance for a veteran attending college or high school or vocational training, on-the-job training, farm training, flight training.

We provide payments each month for these various benefits, except in some instances where we pay on completion of a correspondence course by the quarter or completion of flight training or part-time training in lumpsum payments. We provide benefits to servicemen who train under the GI bill provisions.

Chapter 35 relates primarily to the wives of prisoners of war or persons missing in action or the widows of veterans who died with service-connected disability, wives of those who are 100-percent disabled due to service-connected disabilities also, to the orphans and children of the similar type situations.

We have what we think has been an excellent participation in the current GI bill. It is now at a little better than 35 percent participation. This is comparable to the participation in the Korean bill at the same stage and also the World War II bill.

We have had tremendous interest or participation in the college-level training. In fact, better than 60 percent of our participants are at this level.

We have had a tremendous increase in the past year or so in the on-the-job training. We hope to further stimulate this participation.

We have provided outreach under the current bill that we did not provide under the other bills. This is an effort on the part of the VA to take the message of the benefits available not only as to education but medical care, compensation, pension, housing, and insurance to the veteran and even to the serviceman while still in service whereby they are fully informed of the benefits that are available and, hopefully, they will take advtange of these.

We have stressed education in particular because we know from the experience of the other bills that this will better the lot of this particular serviceman in society as he re-adjusts and chooses his place in society.

We have had participation by all segments of the population, the below-college level, even those who have not completed high school. Even as to race we have had good participation, as between whites and blacks and so on.

This, Mr. Chairman, gives you a current reading on the education program.

Mr. Helstoski. Thank you, Mr. Owen.

Do you want to continue with your statement?

Mr. Owen. Thank you. Mr. Chairman and members of the subcommittee:

It is a pleasure to appear before you today to present the views of the Veterans' Administration on various bills pending before your committee which would amend the current GI bill educational program.

These proposals generally have as an objective the encouragement of our returning veterans—and their widows and orphans—to take education and training which will fit them for productive and rewarding employment in our civilian economy. I would therefore like to review briefly the extent to which these deserving men and women now are taking advantage of benefits already enacted by the Congress. Since enactment in March, 1966 the Vietnam era GI bill has provided education and training to 1.8 million Vietnam veterans, together with an additional 8,000,000 veterans who left service after 1955.

The participation rate has shot upward by any index. In the past 3 years, the participation rate of Vietnam era veterans, on a cumulative basis, has risen from 16 percent to 35.2 percent. There is evidence that men are entering training more quickly after discharge; the first year participation rate in this period has risen by 25 percent. The GI bill, moreover, has fitted the aspirations and talents not only of the college-bound individual but also of the man who wants technical training, who wants a job with built-in training opportunities, and the man who wants to finish hgh-school and learn a trdae. The enrollment of veterans in on-the-job training (OJT) has risen by 121 percent in fiscal year 1969–1971, from 66,000 to 146,000. The enrollment in courses below college level has risen from 330,000 to 522,000.

This impressive record results, we believe, from the motivation and drive of our veterans, encouraged by the active concern of the Congress and the President. To assure that this momentum is maintained, the Congress and President have acted on two occasions since the present GI bill was enacted in 1966 to adjust GI bill allowances to the rising costs of living and education. Over this period, the basic monthly allowance for a single veteran rose by 75 percent, from $100 to $175, with matching increases for dependents.

The President has been keenly aware that despite these massive increases, veterans do not have it easy on most campuses. Studies by the Veterans' Administration show that veterans often must augment their income by part-time employment. We recognize the GI bill was not designed—and given the diversity of tuition charges among schools, could not be equitably designed—to cover all of a veteran's educational costs. Nevertheless, the President has been greatly concerned that rises in living costs since the last adjustment of February, 1970, not tip the balance adversely against a veteran's decision to enter or continue training. There are other adjustments in the basic program needed to improve educational opportunities, including those provided service-disabled veterans and those extended for war widows and orphans.

Accordingly, this administration has designed an omnibus bill to meet this very real concern shared by your committee and the President. The bill is divided into four titles. The first title would increase the present rates of subsistence allowance payable to veterans training under chapter 31 of title 38, would increase the educational assistance allowance payable to veterans pursuing educational programs under chapter 34, and would increase the educational assistance allowance payable to wives, widows, orphans and children of veterans pursuing educational programs under chapter 35; Title II would permit advance payment of the subsistence and educational assistance allowances payable under chapters 31, 34 and 35 to veteran-trainees, veterans, wives, widows, orphans and children; title III contains a number of proposed improvements in the GI bill educational program; and title IV sets out various effective dates for the changes which would result from this proposal.

The rate increase proposals which we have included in title I of our draft would, in general, provide increases approximating 8.6 percent for veteran-trainees under chapter 31 and for veterans, widows, wives, orphans, and children training under chapters 34 and 35. This increase reflects the rise in consumer prices since the last increase in education and tarining benefits. A larger increase is proposed for veterans who are pursuing on-job and apprentice training programs, where experience has shown that the greatest need and a requirement for further stimulus of job opportunities for veterans.

We believe that such rate increases are in accord with the policy and purposes sought to be accomplished under phase II of the President's economic control program.

It is estimated that the rate changes which are proposed in title I of the draft bill would cost approximately $175 million for the first full year.

Title II of the draft bill would authorize the Administrator to make initial advance payments of the subsistence allowance to veterans training under chapter 31 and of the educational assistance allowance to veterans, widows, wives, orphans, and children pursuing educational programs under chapters 34 and 35.

The advance would be limited to those individuals who are pursuing educational training on a half-time or more basis and would consist of the partial or "stub" month payment covering the month in which the pursuit of the program of education or training is to commence plus 1 full month's benefit. Thereafter, payments of subsistence or educational assistance allowance would be made at the beginning of each month in which the trainee, veteran, or eligible person pursues his program.

The advance would not be made earlier than the first day of the month in which pursuit of the program of education or training is to commence and would be made only upon receipt of proof that the eligible veteran or eligible person has, in fact, been enrolled in an approved educational institution.

Administrative controls over the program have been provided by permitting the Administrator to withhold the final payment of an enrollment period until proof of satisfactory pursuit has been submitted and, in cases where the eligible veteran or person fails to pursue the course after receiving an advance, the advance may be recovered from any other benefit otherwise due such individual under any law administered by the Veterans' Administration. Otherwise, such overpayment would constitute a liability of such individual and may be recovered in the same manner as any other debt due the United States.

Present certifications for veterans pursuing programs of flight or correspondence training under chapter 34 would continue to be required.

No cost would be incurred if title II were to be enacted, but additional outlays would be required in the first fiscal year of approximately $89 million because of advances made in that year which would normally not be paid until the following fiscal year. This amount would, however, be recouped from subsequent payments made to these veterans or eligible persons.

The proposal incorporated in section 202 of this title is virtually identical with the proposal which we transmitted to the Congress on January 26, 1971. It has, however, been tightened up to some degree in that the present proposal requires proof of the enrollment of the individual before the advance may be made. We believe it is only equitable to extend this advance pay principle to the vocational trainees and wives, widows and children instead of limiting it to chapter 34 veterans, as provided by our original presentation.

In title III of our proposal, we are recommending various amendments to the current GI bill educational program designed to: Place correspondence training on a partial reimbursement basis as presently provided in other GI bill education programs; liberalize the restrictions on enrollment of veterans and persons in schools which have moved their locations; modify measurement of certain limited vocational courses; extend on-job and apprentice training to certain wives and widows and children; extend secondary level training and correspondence training to certain wives and widows; eliminate mandatory counseling for certain children; permit lump-sum benefit payments to wives, widows and children pursuing less than half-time training; and make certain technical changes.

For the convenience of the committee, we have attached, as appendix A, a detailed analysis including cost data and a statement of our reasons for advocating your favorable consideration of these several title III provisions. This appendix also includes an explanation of the provisions of title IV which would set the effective dates for this legislation.

At this time I would like to submit appendix A with the request that it be made a part of our record.

Mr. Helstoski. Without objection, it is so ordered.

Mr. Owen. Mr. Chairman, I would like to turn my presentation to the various proposals pending before your committee on which you have requested the views of the Veterans' Administration. These bills have been summarized in appendix B which is also attached to my statement.

At this time I would like to request that appendix B be made a part of the record.

Mr. Helstoski. Without objection, it is so ordered.

Mr. Owen. With your permission, I would like to approach these measures in the same order as provided in our draft proposal; namely, rate increases, advance pay, and program adjustments.

H.R. 11571 would amend section 1504(b) of chapter 31 to increase the rate of vocational rehabilitation subsistence allowance by an average of from 5 to 6 percent. It would also amend various sections of chapter 34 to increase the educational assistance allowance for pursuit of institutional, cooperative, active duty, correspondence, farm cooperative, on-job, apprenticeship, and PREP courses. The basic rate for many of these areas would be increased from the current rate of $175 to $220 per month. In most areas the increases would range from 25.7 to 35.8 percent—higher in the case of dependents in excess of two. However, in the farm cooperative, on-job and apprentice areas the increases amount to only 5.5 percent. The bill would also amend chapter 35 to increase benefit rates for wives, widows, and children ranging between 19.9 and 35.8 percent. No increase would be provided under the bill in the entitlement charge rate or those veterans pursuing flight training programs.

H.R. 10169 would amend section 1504(b) of chapter 31 to increase the rates of vocational rehabilitation subsistence allowance ranging from 12.8 to 20.8 percent. This measure would also require the Administrator to annually adjust such rates in accordance with the average percentage change in the cost of living for the preceding calendar year.

H.R. 10168 would amend section 1682(a) of chapter 34 to increase the rates of educational assistance allowance for veterans pursuing institutional training on a half-time-or-more basis and cooperative training. The increases would range from 20 to 30 percent. The bill would also provide for reimbursement for these veterans for the costs of necessary textbooks; would require the Administrator to annually adjust such rates in accordance with the average change in the cost of tuition and the cost of living for the preceding year; and would provide a maximum of 48 months of educational entitlement for veterans.

H.R. 9824 would add a new section 1683A to chapter 34 providing for payments up to $3,000 for an ordinary school year to cover costs incurred for tuition, laboratory and other fees and expenses, exclusive of board, lodging, and other living or travel expenses for those veterans who served in the Indochina theater of operations during the Vietnam era. In addition to this benefit, the measure also provides for designating the present educational assistance allowance as a subsistence allowance and increasing the current rates substantially for these veterans. Increases in subsistence rates for institutional training would range from 22.2 to 86 percent and even higher in a few instances. Ceiling would be set on the amount of combined wages and subsistence allowance an eligible veteran may receive.

H.R. 9779 would provide rate increases of 59.1 percent across the board for pursuit of institutional, cooperative, farm cooperative, on-job and apprenticeship training by veterans, as well as rate increases of nearly 58.3 percent for correspondence training by veterans, servicemen on active duty, and veterans training on less than a half-time basis. Rate increases for wives, widows, and children training under chapter 35 would range from 58.3 to 59.3 percent. All rate increases would become effective for months commencing after December 1971, and further increases would be provided by a percentage equal to any increase in the minimum wage enacted after January 1972.

Mr. Chairman, we oppose the enactment of these measures. For the most part, they propose rate increases far in excess of price increases. As I stated earlier, the Veterans' Administration favors increases in benefit rates, but believes they should, in most cases, be adjusted to an amount which would compensate for price increases which have occurred since benefits were last increased on February 1, 1970.

Instead of the rate proposed in these bills, we would favor the rate increases proposed in our draft proposal, with increases being made in all programs and not limited to a few as proposed in some of the pending measures. We oppose automatic adjustments in these rates as proposed in some of the bills. This form of adjustment is without precedent in the veterans benefit programs and we feel it should be considered more carefully before being embodied in legislation for this program. We oppose the payment for tuition and other education costs as returning to the inequities of the World War II GI bill program and the abuses which occurred. We also oppose the increase in the maximum entitlement from 36 to 48 months since the current total is sufficient, in most cases, to take a veteran through a 4-year program of college education. We further oppose the granting of additional benefits to certain veterans who served in certain areas. The period of service, rather than the area where the veteran served, has been the criterion in awarding benefits.

H.R. 3349 and H.R. 6904 are identical measures which authorize the Administrator to make advance payment of the educational assistance allowance to veterans training under chapter 34 on a half-time-or-more basis. These bills are also identical with a draft proposal which the Veterans' Administration transmitted to Congress by letters to the Speaker of the House and President of the Senate dated January 26, 1971.

The proposal on advance pay which we have made in title II of our draft bill is virtually identical with that contained in H.R. 3349 and

H.R. 6904, except that we have extended the payment proposal to veterans training under chapter 31 and wives, widows, and children training under chapter 35. We believe this is a logical extension to these two chapters of the benefit which would be extended only to the chapter 34 beneficiaries under the earlier proposal. In addition, we have tightened to some degree the requirement for entitlement to receipt of the advance payment. The earlier proposal would permit the payment to be made upon receipt of proof that the veteran had been accepted for enrollment. Our revised plan calls for submission of proof that the individual has been enrolled.

It is our view that our current proposal is more equitable in that it extends the advance payment benefit to eligible participants in all three of the educational programs under the GI bill, rather than limiting it to chapter 34. We have also, as I mentioned, tightened the qualification to some degree to provide greater administrative control over the program.

H.R. 4223 and H.R. 6130 are identical bills to authorize an advance educational assistance payment not to exceed $250 to certain veterans training under chapter 34. To qualify for the advance, the veteran would have to submit evidence showing he is an eligible veteran; must certify he is enrolled in, his applied for, has been accepted by, or intends to enroll in a specified school; must certify whether the school defines the courses to be full time and the number of semester or clock hours he intends to pursue; and certify he has at least 6 months of entitlement remaining. The advance would be considered a loan to be repaid by deduction, in approximately equal amounts, from the veteran's monthly educational assistance allowance. If the veteran fails to qualify for the advance after receiving it, or if he fails to pursue the program, the amount would be recoupable under specified procedures.

These bills also permit a veteran who has received an advance, is pursuing a full-time program of education, agrees to work up to 15 hours a week, is in need of augmentation of his educational benefit to remain in school, and is capable of maintaining good standing in school while working, to perform services for the Veterans' Administration and have his loan canceled at the rate of $2 for each hour worked.

These two bills also provide that all or part of any educational assistance allowance payment may be made directly to an educational institution on behalf of any eligible veteran if the veteran requests it and the school agrees to accept the payment. Direct payment would not be made where a veteran is pursuing correspondence courses, where he is training on a less-than-half-time basis, or where he received an advance payment. The direct payment would be used to cover tuition and other educational costs and expenses the school usually requires to be paid in full before a nonveteran student is admitted to class.

H.R. 10543 is virtually identical with S. 3657, 91st Congress, as passed by the Senate, and on which we presented our views to your subcommittee on September 29, 1970. H.R. 10543 is also identical to S. 740, which has been introduced in the 92d Congress. Briefly, this measure contains an advance payment plan, a work-study program, permits cancellation of certain Federal education loans through the use of earned GI bill educational entitlement, and makes various technical and administrative changes in the GI bill program.

Mr. Chairman, concerning these advance pay and work-study proposals, we wish to reiterate our opposition as presented last year. We believe that the advance pay provisions contained in title II of our draft proposal would be more administratively feasible than those put forward in these bills cited above and would provide greater controls to prevent overpayments.

Concerning work-study, we strongly support the idea that needy veterans attending school under the GI bill should have an opportunity to augment their income through work-study arrangements. The administration is seriously concerned with the financial plight of all college students, including veterans, who struggle with the rising costs of higher education in their efforts to enter or finish school. For any student in this difficult situation, help is most effective if it takes into account his total financial situation.

Under the Higher Education Act of 1965, student assistance in the form of loan, grant, and work-study programs reach colleges throughout the country and already go far to meet the needs of students, including veterans. Accordingly, while we endorse the objective of the work-study provisions of H.R. 10543, we must oppose them as duplication of the existing work-study program which is better designed to reach the neediest veteran students and provides them with higher benefits.

Moreover, amendments to the Higher Education Act proposed earlier this year by the administration and now under consideration by the Congress provide a comprehensive approach to students' financial problems through loans, grants, and work-study assistance which would be more effective, better targeted, and simpler to administer than the work-study provisions of this boll. The Office of Education estimates that 95 percent of all returning veterans would be found eligible to participate in the general higher education programs.

We recognize that one intent of the proposed work-study provisions of H.R. 10543 is to increase the possibilities for GI student employment in the Veterans' Administration. While the Veterans' Administration already has a substantial work-study program and hires sizable numbers of returning veterans, we believe it would be more desirable to diversify our authority in this area. Accordingly, our omnibus bill contains a provision permitting the Administrator to employ, as intermittent employees, students enrolled in full-time programs, rather than the work-study program as suggested in the bill. Instead of the basis set forth in the subject bill for paying these student-veterans, we would recommend paying them in accordance with the going rate for the job classification. We believe that in nearly all instances this would be more per hour than that payable under the bill.

We also oppose the loan cancellation proposal made in H.R. 10543 as we do not believe it is consistent with the purposes of the educational assistance program. It would simply refill the loan coffers of other agencies at an accelerated rate to provide for the nonveteran population more funding and could very well negate the purpose for which many Federal educational loan programs were designed.

We do favor the provision of the bill which would increase the amount of the loan available to vocational rehabilitation trainees from $100 to $200. This provision is included in title I of our omnibus educational amendments.

Finally, Mr. Chairman, I would like to address myself to those proposals pending before your committee which propose various other changes in the GI bill educational program and on which we have been requested to testify.

H.R. 7668 and H.R. 10774 are identical bills to permit wives and widows to pursue secondary level training without charge to entitlement. Similar authority has already been granted to educationally disadvantaged veterans under chapter 34. This proposal would, we believe, be a logical extension of similar benefits to educationally disadvantaged wives and widows since they, due to the death or disability of their veteran-husbands, have had to assume the responsibility for support of themselves and their families. These wives and widows would, thereby, be given an opportunity to obtain the necessary training required for entrance into higher education without losing their eligibility for follow-on college training.

In favoring this proposal, we would recommend that the program be limited to training within a State, thereby eliminating pursuit of secondary level training in the Philippines. Most of those wives and widows who would be made eligible by this proposal are now over age 50 and the purpose of the program would be of little benefit to them. In addition, many of them have already taken advantage of the vocational training benefits already available to them under chapter 35 and thus have been trained for a vocation designed to help them support themselves and their families. Our omnibus bill contains a section almost identical to these bills, limited to such training within a State.

H.R. 5188 would amend chapter 35 to permit eligible wives, widows, and children to pursue programs of on-the-job and apprenticeship training. The purpose of the benefit program for wives, widows, and children is to assist them in preparing to support themselves and their families at a standard of living which the veteran, but for his service, could have expected to provide for his family.

We, therefore, favor the extending of the on-the-job and apprenticeship training opportunities to wives, widows, and children. Our omnibus bill contains provisions similar to H.R. 5188, limited to training within a State.

H.R. 10166 would permit eligible wives and widows to pursue programs of education through correspondence courses. It is our view that correspondence courses would be useful to provide these women, as they do now for men, with the opportunity for a productive place in society. We favor the extension of correspondence training programs to this class of beneficiaries, provided that they are also required to pay 10 percent of course costs as proposed in title III of our omnibus bill.

H.R. 232, 298, 2523, 4864 and 6148 are related bills permitting certain active duty for training to be counted as active duty for purposes of entitlement to educational benefits under chapter 34.

The current GI bill, as well as the Korean conflict GI bill, have specifically excluded counting of any period of active duty for training in computing eligibility and entitlement for such benefits. The rationale for such an exclusion has been that a person who had no prior service, by enlisting in a standard 6-year period of Reserve obligation, would only receive up to 6 months of basic training in an active duty for training status. Thereafter, he would generally be expected to merely attend a designated number of drills annually, usually in the evenings or on weekends, and serve a 2-week tour of active duty for training each year for a limited number of years.

The granting of educational benefits premised on service, such as is proposed in these bills, would be a departure from the readjustment concept of the GI bill program, since those persons serving for these comparatively short periods of time on active duty for training would not require readjustment to civilian life as is the case with the man under strict military control for longer periods of time—generally not less than 18 months. We, therefore, oppose enactment of these bills.

H.R. 8282, 9662, 10391, and 10565 are bills having as their purpose the restoration of educational entitlement to veterans of World War II and the Korean conflict not utilized by them under prior provisions of the World War II and Korean conflict GI bills.

The primary purpose of both of these earlier programs was to assist veterans in their readjustment from military to civilian life. It should be noted that World War II was officially terminated on July 25, 1947—approximately 24 years ago—and that the Korean conflict officially ended January 31, 1955—over 16 years ago. Most veterans who served in World War II had until July 25, 1956, or 9 years after the official termination date, to complete their education, while most veterans who served during the Korean era had until January 31, 1965, in which to complete their training.

It is our view that World War II veterans and Korean conflict veterans have had ample time to pursue education or training to assist them in meeting the concept of the respective GI bills; namely, readjustment from military to civilian life. We are, therefore, opposed to enactment of any of these bills which would reopen these benefits to these veterans.

H.R. 9894 would have the effect of permitting the payment of GI bill educational asistance benefits for full-time adult evening secondary school attendance.

In enacting the Veterans Readjustment Benefits Act of 1966, authority was given to the Administrator to establish certain standards for the measurement of high school programs. Pursuant to that authority, the Administrator promulgated regulations defining full-time high school training to consist of at least 25 clock hours of instruction per week, and also provided that no enrollment in an adult evening secondary program would be approved in excess of half-time training. This limitation was subsequently enacted into law by Public Law 90-77.

In enacting Public Law 91-219, the Congress changed the measurement of high school courses to premise them on the Carnegie unit, but did not see fit to change the restriction on evening enrollment. We believe that enactment of legislation lifting the restriction could very well again lead to abuses of the program, such as those which occured during the Korean conflict program, which led to the enactment of the current limitation. We, therefore, oppose this legislation.

H.R. 2505, 3965, and 10130 are identical bills which would, in effect, place the husbands of female veterans on a parity with wives of male veterans for purposes of payment of veterans benefits in behalf of a spouse. The change would remove the requirement that the husband be incapable of self-maintenance and permanently incapable of self-support due to mental or physical disability to qualify for the dependency benefit.

The change would have a broad effect on many programs administered by the Veterans' Administration. In the educational program, the effect would be to grant to female veteran students, who are married, the additional benefit provided for a dependent.

In recent years, the circumstances of and attitudes toward the employment of females have changed considerably. Women, today, generally work because the family needs the money, and the income they earn is significant in the support of the family. We believe it would be appropriate to drop the requirement of actual dependency for the husbands of female veteran students, and we, therefore, would favor enactment of this measure.

We do not believe that any significant benefit costs would be incurred by enactment of this bill.

H.R. 8094, 9613, and 9823 are similar purpose bills which would revise the counting of absences in the case of veterans pursuing courses which do not lead to a college degree. They would exclude vacation periods established by the institution in conjunction with certain holidays in computing the educational assistance allowance for these veterans.

Under current law, no allowance may be paid to any veteran enrolled in a course which does not lead to a standard college degree (excluding apprenticeship and on-job training) for any day of absence in excess of 30 days in a 12-month period, not counting as absences weekends or various legal holidays.

Based upon the current formula, a veteran may be absent 11½ percent of the time and still be paid the full allowance. We believe that allowance for pay with such an amount of permissible absence provides a most reasonable amount of time away from school. We would, therefore, oppose enactment of these bills.

I would like to add that in our omnibus proposal, we are recommending a semester-hour, instead of a clock-hour, basis for measuring benefits for veterans pursuing technical and trade courses at institutions which also furnish college level courses. In connection with this change, we would, in those limited cases, place those individuals under the absence provisions already applicable to college level training.

H.R. 6042 would apply the same criteria for determining satisfactory pursuit of course work in the case of college level and noncollege level educational institutions.

The effect of the bill would be to remove the requirements for certifications of attendance for veterans pursuing below college level courses under chapter 34, and for wives, widows, and children pursuing such courses under chapter 35, as well as to remove provisions on absence counting which are presently contained in title 38.

Under current law, these individuals may not be paid an educational assistance allowance for any day of absence in excess of 30 days in a 12-month period, not counting as absence weekends or legal holidays established by Federal or State law during which the institution is not regularly in session. The 30-day absence allowance permits the veteran or person to be absent 11½ percent of the time and still be paid the full benefit. We believe this provides a most reasonable amount of time away from school.

Further certifications of attendance reports have been required under all three GI bills (World War II, Korean conflict, and current law). We believe that this is a requirement which should be continued, as it has the effect, in many cases, of holding down the number of overpayments which could result if we are not informed of interruptions or discontinuances of training. We, therefore, oppose the enactment of this bill.

I would again like to mention that in conjunction with our omnibus proposal, we are recommending that technical or trade courses offered by schools which also offer college level courses be measured on the semester-hour, rather than the clock-hour, basis. In these limited cases, we would also eliminate the absence and certification requirements for those persons.

Mr. Chairman, this concludes my presentation. My associates and I will be pleased to respond to any questions you may have.

Mr. HELSTOSKI. Appendixes A and B will be made a part of record.

(The documents referred to follow:)

APPENDIX A

Section 301 of our draft bill would require a serviceman on active duty who wishes to pursue GI Bill educational training to have his application for benefits approved by a service education officer before it is submitted to the Administrator. This change would allow the service education officer to review and discuss with the serviceman the program of education the serviceman proposes to pursue; would permit the service education officer to determine whether the selected program is suitable for the individual serviceman's aptitudes; and would also permit the service education officer to determine whether the program selected could be satisfactorily completed within the serviceman's current environment.

We believe this recommendation would be beneficial to the individual serviceman and could assist in alleviating problems which have arisen in certain areas. It is estimated that enactment of this section would not result in any additional cost.

Sections 302 and 310 would amend chapters 34 and 35 of title 38 to modify the present bar on the enrollment of eligible veterans and eligible persons in courses where a school has made a complete move to a new location which is outside the general locality of its former site.

Current law prohibits the Administrator from approving the enrollment of eligible veterans and persons in any course offered by an educational institution where such course has been in operation for less than two years. If the course has been in operation for more than two years, but the school moves to a new location which is not within the same general locality as its prior site, the two-year bar is reimposed. The term "same general locality" has been defined by regulation to mean a move to a new location within normal commuting distance of the original site. The regulation also requires, in such a case, that the faculty, student body and curricula must remain essentially the same.

Under our proposed changes in the law, the Administrator would be able to approve enrollment in a course where the school has moved but has substantially retained the same faculty, curricula and student body, without a change in ownership. This proposal would provide greater flexibility in the area of school relocations so as to recognize today's changing conditions whereby schools are required to relocate due to the need to expand because of increasing numbers of students or perhaps the need for larger facilities. Often the unavailability of nearby land or other conditions preclude such expansion unless the entire school is moved to another site which may be some distance removed.

It is estimated that enactment of these sections would not result in any additional cost.

Section 303 would add a new section 1678 to chapter 34 to incorporate in a separate section those provisions on correspondence course training which are presently contained in section 1682(c) of title 38.

In proposing this change, we suggest revision of the program in two major respects. The first change would provide for computation of the educational assistance allowance based upon 90 percent of the established charge which the instituton requires nonveterans to pay for pursuit of the same course or courses. The second proposed change would impose a requirement calling for a refund to the veterans of monies paid prorated on the basis of lessons completed and serviced by the school. It would also set a limitation of $50 on charges a school may make for registration or similar fees. In addition, the current rate of $175 per month charge against entitlement for pursuit of correspondence course training would be increased to $190.

Current law provides for computation of the correspondence benefit based upon the full cost of the program. This form of training is the only program under chapter 34 which will return to the veteran the full cost of his tuition. All other programs require him to have a stake in his own training. The first change proposed would put correspondence training on a par with the flight training program currently authorized by section 1677 of title 38. It would also require this program to meet the criteria set forth in section 1681(a) which states that the educational assistance allowance provided for chapter 34 programs is designed "to meet in part" the veteran's cost of tuition and other expenses. By having the veteran pay a minimal 10% of the correspondence course cost, he will have a stake in his own training and will, in addition, give greater thought to his choice of a training objective and the means of achieving his goal.

Courses offered by educational institutions are approved for the training of veterans under two standards. Those courses which have been acredited require less supervision and control by the state authorities than nonaccredited courses. Accredited courses, for the most part, fall under the control of a nationally recognized accrediting agency or association. In the case of correspondence schools this is the National Home Study Council.

A number of abuses have occurred in the correspondence field. To help alleviate this situation, we believe that closer supervision over the accredited schools should be maintained by state authorities. This can be had if the accredited schools are required to meet the stricter standards for nonaccredited schools. Those schools which are not accredited are required to refund charges on a pro rata basis, which essentially means the veteran pays proportionally for the amount of training received. The schools may also retain $10 for registration paperwork, and the like.

The accredited correspondence schools, on the other hand, have as a refund policy one that is based on the passage of time. The standards set for these schools call for the school to retain 10 percent of the contract price of the course, not to exceed $50, if the student cancels within 48 hours. If the student cancels within 30 days, the school may retain 15 percent of the contract price plus $50, without regard to the number of lessons serviced. Should the student cancel after three months it can cost him 50 percent of the contract price plus $50. Yet, it may take him that amount of time to find that the course is not suited for him.

It is our view that charges made by these schools should be based upon the services rendered to the veteran student—the lessons serviced. The schools should be entitled to a reasonable fee for administrative work which is necessary to set up the course for the student. We feel that a fee of up to $50 would be reasonable to cover this expense for each individual enrolled.

Under existing law the serviceman or veteran may be responsible for the entire cost of the course without receiving any payments from the Veterans' Administration. The proposal made here would offer protection to the eligible person while at the same time there would be no financial loss to the school.

It is estimated that enactment of this section would result in savings the first full year of $7 million and a five-year saving of $35 million.

Section 304 of the proposal is technical and merely reflects the switch of the correspondence provisions of chapter 34 from section 1682(c) into the proposed new section 1678.

Sections 305 and 314 of the draft bill are proposed changes which we believe would help alleviate another problem which has arisen in the administration of the educational programs. The changes proposed here would permit the measurement of technical or trade courses, which are given at an institution which also offers courses leading to a standard college degree, on a semester-hour rather than a clock-hour basis for the purpose of the payment of the educational assistance allowance. These changes would apply to both chapters 34 and 35. Under current law, these trade or technical courses are measured on a clock-hour basis with a minimum of 25 hours weekly required to qualify for full-time attendance.

Today, many junior and community colleges are offering both professional courses which lead to a degree and technical courses which generally lead to certification for a trade or a technical license. The former courses are measured on a semester-hour basis while the latter courses are measured on a clock-hour basis. (Under a conversion formula equivalent semester hours are determined where a course is offered on a quarterly, trimester, or other time basis.) Both the professional and technical courses are given in the same school and they both meet the same high educational standards established by the accrediting association for the area.

Dissatisfaction has arisen in certain areas where veterans attend the same school, but are paid under the different criteria. The standards established for technical courses at these college-level institutions generally insure that quality training is being offered for these courses—equivalent to the college level courses which are measured on a credit-hour basis. The changes recommended here would permit the school to have these technical courses, which meet their high standards for college-level work, measured on a semester-hour basis.

It is estimated that there would be no significant additional cost should this proposal be enacted.

Section 306 of the draft proposal would change the title of the Predischarge Educational Program (PREP) to Preparatory Education Program (PREP), and would also amend the purpose clause of the program to reflect such change.

Although eligibility for PREP assistance begins early in military service—after completion of 181 days of active service—many servicemen consider the program to be designed for an individual who is about to leave military service. Changing the name of the program would, we believe, help alleviate this misunderstanding.

Section 307 has two purposes. The first amends subsection 1701(a) of title 38 to revise paragraph (6) to include correspondence schools within the definition of education institution so as to accommodate the change in chapter 35 by section 311 permitting wives and widows to pursue correspondence training. The rationale and cost estimate are set forth in the discussion of that section.

The second change adds a new paragraph (9) adding the term "training establishment" to the definitions currently applicable to chapter 35. The change made here (as well as the changes made in chapter 35 by sections 309, 312(a), 314, 315, and 316 of the bill), is designed to extend to wives, widows and children the opportunity to pursue on-job and apprentice training.

Under current law, wives, widows and children are entitled to other educational benefits, but they are not eligible to pursue apprentice or other on-job training programs. The change made in this section (as well as those changes made in chapter 35 by sections 309, 312(a), 314, 315 and 316 of this bill) extend such training opportunities to them.

A college education may not be suitable for everyone. Offering these individuals the opportunity to pursue on-job and apprenticeship training programs would afford those desiring post high school training another way of entering an occupation. Such programs would also offer forms of tranining in which these individuals would be able to receive high financial reward upon completion.

The basic authority for extending these programs to wives, widows and children is contained in section 315, which proposes adding a new section 1738 to chapter 35. Other changes have also been proposed to be made in chapter 35 which would: add a definition of "training establishment" to section 1701; amend section 1723 to remove the current bar to pursuit of such programs; amend section 1731 to specifically exclude these programs from the annual absence counting provisions of that section; amend section 1733 to insert a measurement basis which is identical with that extended to veterans pursuing such programs under chapter 34; and amend section 1777 of title 38 to incorporate therein references to wives, widows and children to reflect these new programs under the approval authority for State approving agencies. Provision has also been made to limit the program to training within a State, thereby excluding pursuit of such training in the Philippines. Most of these individuals in the Philippines who would become eligible under this program would be the wives of disabled Philippine veterans who served during World War II. The majority of these persons are now over age 50 and the programs extended here would be of little benefit to them. It should be pointed out that most of them have already taken advantage of the vocational training benefits which have been made available to them under chapter 35 and they thus have been trained for a vocation designed to help them support themselves and their families.

It is estimated that enactment of this benefit extension would cost $1.4 million the first half-year (assuming an effective date of the third quarter of fiscal year 1972) and $21.3 million over the first five years.

Section 308 of the draft proposal would amend section 1720 of chapter 35 to eliminate mandatory counseling for certain children training under the provisions of that chapter.

Current law requires the Administrator to arrange counseling for all children entering training to assist the parent or guardian and the child in selecting an educational or vocational objective. There are, however, many cases where a child, upon becoming eligible for benefits, is already enrolled at or is attending a college and it can be assumed that in those cases a reasonable choice has already been made and a suitable objective chosen. Mandatory counseling would, in such cases, be a duplication. It should be emphasized that while the mandatory requirement would be removed, any further counseling or guidance the child might need would still be available through the school or the Veterans Administration, if requested.

It is estimated that enactment of this section would result in savings in the program of approximately $1 million per year over the next five years.

Section 311 of the draft would also add a new section 1727 to subchapter III chapter 35 to provide authority for eligible wives and widows to pursue secondary level training without charge to their basic entitlement. Similar authority has already been given educationally disadvantaged veterans by section 1691 of chapter 34. The authority granted here would be a logical extension of similar benefits to educationally disavantaged wives and widows. These individuals, due to the death or disability of their veteran-husbands, are required to assume the responsibility for support of themselves and their families. By permitting them to pursue secondary level training they would be given an opportunity to obtain the necessary training required for entrance into higher education without losing their follow-on eligibility for college training.

In extending this authority, pursuit would be limited to training within a State. This would have the effect of eliminating secondary training for Philippine wives and widows. It should be pointed out that the majority of those individuals who would be made eligible are already over the age of 50 and the purpose of the program would be of little benefit to them. Further, most of them have already taken advantage of the vocational training benefits previously provided to them under chapter 35 and thus they have been trained for a vocation designed to help them support themselves and their families.

It is estimated that enactment of this proposal would result in additional direct benefits cost the first year of $784,000 and a total five-year cost of $9,968,000.

Section 311 of the draft would also add a new section 1727 to subchapter III of chapter 35 to provide authority for eligible wives and widows to pursue correspondence courses. This would provide these wives and widows with still another means of obtaining an education which would aid them in helping to support themselves and their families in the manner in which the veteran, but for his death or disability, would have provided for them. The extension of correspondence school training to wives and widows would be subject to these same safeguards proposed for veterans under section 303 of the draft bill. In essence, this means that the entitlement of a widow or wife would be charged one month for each $190 paid to her in the form of an educational assistance allowance; the educational assistance allowance would be computed based upon 90 percent of the established charge which the institution requires other individuals pursuing the same program to pay; and would require institutions offering correspondence courses to have a pro rata refund policy premised upon the number of lessons serviced and would allow a maximum registration or similar fee of $50.

It is estimated that enactment of this new authority would result in costs ranging from under $500,000 in the first year to approximately $1 million in the fifth year. There is no experience in the chapter 35 program to use as an indicator of any precise figures.

Subsection (a) of section 312 of the draft bill would amend clause (2) of subsection (b) of section 1731 to exempt programs of apprentice or other on-job training pursued by wives, widows and children from the absence counting provisions for courses not leading to a college degree. This would equate such measurement with that presently applicable to veterans pursuing similar training under chapter 35.

Subsection (b) of section 312 would repeal the present language of subsection (e) of section 1731 which is no longer applicable in view of the advance payment proposal set forth in section 203 of the draft bill. In lieu of the present subsection (e), new language would be inserted which would establish a requirement, comparable to that now applicable to correspondence courses pursued by veterans under chapter 34, that correspondence course benefits may not be paid to those wives and widows made eligible to pursue such training by the new section 1727 added by section 311 of the draft bill until the Administrator has received a certification from the eligible person and the institution as to the number of lessons completed by the eligible person and serviced by the institution. The same requirement is imposed in conjunction with the correspondence program pursued by veterans under chapter 34.

Section 313 of the proposal would amend clause (2) of subsection (a) of section 1732 to permit lump sum educational assistance payments to be made to eligible widows, wives and children who are pursuing educational programs on less than a half-time basis. Payment would be made for an entire term, semester or quarter in the month following the month in which certification is received from the educational institution that the person is enrolled in and is pursuing his program of education. This would equate the less than half-time payment system for chapter 35 with that already established for chapter 34. This would improve the administrative procedures for handling these payments.

It is estimated that enactment of this section would not result in any additional costs.

Section 314 would amend subsection (a) of section 1733 to incorporate three revisions. The first inserts a new clause (3) which provides for the measurement of high school courses under chapter 35 so as to accommodate the authority granted by section 311 permitting eligible wives and widows to pursue secondary training. The second inserts a new clause (5) providing for the measurement of certain on-job and apprenticeship training programs which would be permitted under the authority of the new section 1738 added to chapter 35 by section 315 of this proposal. The third change is identical with the one contained in section 305 of the proposal and relates to the measurement of technical courses pursued at schools offering degree programs.

Sections 317 and 318 of the proposal are merely technical changes required to be made in the tables of sections for chapters 34 and 35 because of the proposals to add employment of veterans authority; to change the correspondence program for veterans; to permit widows, wives and children to pursue on-job and apprenticeship programs, and to permit wives and widows to pursue secondary training.

Title IV, the final title of the draft, contains certain proposed effective dates. The rate increase and advance pay proposals in titles I and II would become effective on the first day of the second calendar month following the month in which enacted; the change in the correspondence course pursuit by veterans would beome effective on the first enrollment of a veteran which ocurs on or after the first day of the second calendar month following the month in which enacted thereby continuing the present computation and entitlement charge for those veterans in training prior to that date; and the change in measurement of technical courses at certain schools would be made effective on the first enrollment or re-enrollment of a veteran or person occurring after the effective date of the proposal's enactment.

There is one other proposed substantive change in the law on which I would like to comment—our proposed change in section 101 of title I to increase the amount of the loan which may be made to trainees under the vocational rehabilitation program in chapter 31 from $100 to $200. We believe this would be of assistance to these trainees and would not result in any net additional cost.

Appendix B

RATE INCREASE PROPOSALS

H.R. 9779.—Provides increases of 59.1% in educational assistance allowances payable to veterans under chapter 34, and increases ranging from 58.3% to 59.3% for widows and children under chapter 35. Also authorizes Administrator to further adjust rates after January 1972, on the basis of any adjustments made in the minimum wage. Ultimate purpose is to establish minimum wage structure under the Fair Labor Standards Act as the base and criteria for educational assistance payments.

Assuming no change in the minimum wage, first year direct cost would be $516.3 million with 5 year total costs of $3,731.3 million.

Assuming a raise in minimum wage to $1.80 (from January 1972) and to $2.00 (from February 1974), first year costs would amount to $659.1 million with 5 year costs of $5,583.7 million.

H.R. 9824.—Amends chapter 34 to pay additional educational benefits to veterans who served in Indochina theater of operations during Vietnam era. Monthly rate for full-time veteran without dependents would increase from $175 to $214. Also pays up to $3,000 per ordinary school year for costs of tuition, laboratory, books, supplies, etc., exclusive of board and room and other living and travel expenses. Sets limits on amount of compensation veteran training on the job or in apprentice programs may receive in wages and VA subsistence.

Estimated first fiscal year cost would be $485.3 million and first five fiscal years would be $2,266.3 million.

H.R. 10168.—Amends chapter 34 to increase monthly rate of educational assistance allowance payable to veterans pursuing institutional and cooperative training. Monthly rate for a full-time single veteran without dependents would increase from $175 to $210. Comparable increases provided for veterans with dependents pursuing full-time, three-quarter-time or half-time institutional training. Also authorizes future rate increases adjusted annually premised upon average percentage change in cost of tuition and cost of living for preceding calendar year; authorizes Administrator to reimburse veterans for costs of texbooks; and extends maximum GI Bill entitlement from 36 to 48 months.

First fiscal year estimated cost, premised upon enactment in third fiscal quarter, is $187.8 million and $1,569.9 million for first five fiscal years.

H.R. 10169.—Amends chapter 31 to increase monthly rate of subsistence allowance payable to veterans pursuing vocational rehabilitation training. Monthly rate for single veteran without dependents would increase from $135 to $162. Also auhorizes future rate increases adjusted annually premised upon average percentage change in cost of living for preceding calendar year.

First fiscal year estimated cost, premised upon enactment in third fiscal quarter, is $3.4 million and $32.6 million for first five fiscal years.

H.R. 11571.—Provides increases of between 5% and 6% in subsistence allowances payable to vocational rehabiltation trainees; increases in rates of educational assistance allowances ranging from 25.7% to 35.8% for veterans pursuing institutional and cooperative training; increases in rates for veterans pursuing training on less-than-a-half time basis, for servicemen on active duty, and for servicemen pursuing PREP training by 25.7%; increases rates for veterans pursuing farm cooperative training, on-job and apprentice training by 5.5%; and provides increases for wives, widows and children training under chapter 35 ranging from 19.9% to 35.8%.

Estimated first fiscal year cost is $25.6 million and $1,943.4 million for the first five fiscal years.

ADVANCE PAY-WORK STUDY PROPOSALS

H.R. 3349 and H.R. 6904.—Identical bills to amend chapter 34 to make advance payments of educational assistance allowance benefits to veterans enrolled half-time or more. Advance would be made no earlier than first of month school term begins; would be made upon receipt of proof veteran has been accepted for enrollment in an approved school; and would consist of partial month's allowance plus one full month in advance with subsequent monthly payments made at beginning of each month. Final payment could be withheld if satisfactory pursuit of program is not furnished. If veteran fails to enroll after receiving advance, amount would be recouped or become a debt.

Proposals would not result in any additional cost, but would result in increased outlays of $98 million in fiscal year 1973 which would be recouped from subsequent payments.

H.R. 4223 and H.R. 6130.—Identical bills to amend chapter 34 to authorize advance payments of educational benefits up to $250 to veterans pursuing half-time or more training. The advance would be made prior to or at beginning of school year; would be considered a loan to be repaid by deductions from veteran's monthly alowance; would be made upon a certification by veteran concerning application for or enrollment in a school; and would be paid to him no earlier than 30 days prior to enrollment. Also provides a work-study program under which veterans may cancel their loans by agreeing to work up to 15 hours a week performing certain services for the Veterans Administration. Also permits payment, at veteran's request, of all or part of hs educational benefit direct to the school to cover tuition or other costs providing he is attending on a half-time or more basis.

Estimated annual cost for advances and work study is $32.9 million, plus $750,000 for direct payment to schools.

H.R. 10543.—Increases vocational trainee loan to $200; authorizes advance educational payments to veterans, children, wives and widows training on a half-time or more basis, no earlier than 30 days prior to commencement of training, upon application setting forth certain data concerning entitlement to benefits, dependents, etc.; establishes a work-study program under which veterans may be paid up to $250 in return for an agreement to perform certain types of services for the Veterans Administration or at schools processing veterans' educational applications; permits cancellation of Federal education loans through utilization of GI Bill entitlement; and makes various administrative changes in the provisions of chapters 34 and 35.

No cost involved for advance payments. Annual estimated cost of work study is $35.1 million. Nominal cost for loan cancellation during fiscal 1972—five-year cost would be $113.4 million.

EDUCATIONAL ASSISTANCE PROGRAM ADJUSTMENTS

H.R. 9894.—Permits veterans to enroll in and pursue full-time evening secondary educational courses.

Estimated first fiscal year cost, premised upon an effective date of the third quarter, would be $4 million and the five-year fiscal cost would be $33 million.

H.R. 5188.—Authorizes wives, widows and children to pursue programs of on-job and apprentice training.

Estimated first fiscal year cost would be $1.4 million and estimated five-year cost would be $21.3 million.

H.R. 10166.—Permits wives and widows to pursue programs of education through correspondence courses.

There is no experience in the chapter 35 program that might be used as an indicator as to the number of eligibles who would utilize such training. No cost estimate possible.

H.R. 7668 and H.R. 10774.—Identical bills to provide educational benefits to widows and wives, without charge to entitlement, while pursuing secondary level training.

Estimated first year cost would be $952,000 and first five-year cost would be $11,480,000.

H.R. 8094, H.R. 9613 and H.R. 9823.—Excludes vacation periods as absences in computing educational allowances payable for vocational educational courses not leading to a standard college degree.

Estimated one year cost $1.5 million and 5-year cost $6.2 million.

H.R. 8282, H.R. 9662, H.R. 10391 and H.R. 10565.—Identical to H.R. 10391. Similar to H.R. 9662.

To restore to World War II and Korean conflict veterans entitlement to educational benefits unused under the World War II and Korean coflict GI Bills.

Unable to estimate costs because of unknown factors relating to these veterans.

H.R. 232, H.R. 2523 and H.R. 4864.—Identical bills which would, in effect, authorize the inclusion of up to six months of active duty for training performed after January 31, 1955 as a reservist or National Guardsman for purposes of computation of entitltment to educational assistance benefits if such reservist or guardsmen became eligible by virtue of active duty service after August 4, 1964.

Estimated first year cost would be $1,194,000 and five-year cost would be $9,413,000.

H.R. 298 and H.R. 6148.—Similar purpose bills to H.R. 232, H.R. 2523 and H.R. 4864 having the same objective except that they would require that the service after August 4, 1964 have been in a combat zone as designated by the President

Costs under these bills would be considerably less than the cost for the other measures cited.

H.R. 10130.—This bill introduced by Congresswoman Heckler, and the identical bills H.R. 2505 and H.R.3965, would, in effect, place husbands of female veterans on a parity with wives of male veterans for purposes of payment of veterans benefits in behalf of a spouse.

H.R. 6042.—Amends section 1681(b) to make the same criteria for determining satisfactory pursuit of course work apply to college level as well as noncollege educational institutions.

Estimated cost of first fiscal year, premised on a third quarter effective date, is $800,000 and $6.1 million for first five years.

H.R. 11400 and H.R. 11534.—Similar bills which would establish criteria under which an educational institution which has moved its location from the general locality of its former site may be authorized to enroll veterans in courses which have been in operation for two years.

It is estimated that enactment would not result in any additional costs.

H.R. 8266.—Amends section 1677 to permit reimbursement for cost of flight school courses taken to qualify for a private pilot's license to individuals who have completed a flight training program, have obtained a commercial pilot's license, and have not exhausted their GI Bill entitlement. Reimbursement would be limited to unused entitlement.

Estimated first fiscal year cost is $27.8 million and $55.2 million for first five years.

Mr. Helstoski. At this point we have members of the Education and Training Subcommittee with us this morning; Mr. Edwards of California, Mr. Danielson of California, and Mr. Scott of Virginia.

Mr. Edwards, are there any questions?

Mr. Edwards. No questions, Mr. Chairman.

Mr. Helstoski. Mr. Danielson?

Mr. Danielson. Yes; I have a couple. During the early part of the presentation you referred to orphans and children on a number of instances. Is there any difference in benefits between orphan and nonorphan children?

Mr. Owen. There is no difference in benefits. I merely used the terminology because children do embrace the orphans——

Mr. Danielson. They do?

Mr. Owen. They do, but I wanted to emphasize that we did have benefits for orphans of veterans who died in service.

Mr. Danielson. My question was only to elicit information. I thought perhaps we had a different standard for orphans than for nonorphans.

On page 15 you referred to training within a State. I am sure I understand the objective that you seek to achieve there. It is my understanding—and tell me if I am correct— a State as used within the Veterans Code, embraces the District of Columbia, Puerto Rico, the Virgin Islands, Guam?

Mr. Owen. That is correct.

Mr. Danielson. On page 18 you are referring to dropping on maintenance of a husband, the spouse of a female veteran. I wish you would expand on that a little, please?

Mr. Owen. Mr. Congressman, under current law and regulations we can pay an additional benefit for a dependent husband, provided there is an actual dependency, whereby we can pay a veteran husband an additional benefit by the mere fact that he does have a wife or he has a child.

Mr. Danielson. Let us forget children for a moment.

Mr. Owen. There is no requirement that the wife establish any type of dependency. It is presumed that she is dependent upon the husband, and we pay the additional benefit.

But in the reverse situation there must be a showing of dependency before we can pay for the veteran wife a husband who may be a dependent. We attempt to put this on an equal basis, to pay both situations on the assumption that they are dependent by virtue of the fact that they have the relationship of husband and wife.

Mr. Danielson. Regardless of whether the nonveteran spouse is employed; is that correct?

Mr. Owen. That is correct, yes.

Mr. Danielson. I realize that the numbers of female members of our armed services and, therefore, female veterans, is very small relative to the male.

Mr. Owen. Correct.

Mr. Danielson. I think it is a 2-percent maximum female component. Aside from that fact, do you have any basis for your conclusion that you do not expect there would be any substantial increase in the benefits paid because of this change?

Mr. Owen. Aside from the fact that there is only 2 percent of our military population made up of females is the fact that we have a very small number of females participating in the educational programs. So by operation of these two factors we know it would be very insignificant in the matter of cost.

Mr. Danielson. For my information, how many female participants do we have?

Mr. Owen. We would have to total that. I would be glad to supply it for the record.

Mr. Danielson. Can you give me a ball park figure, within 100,000?

Mr. Owen. Probably 10,000.

Mr. Helstoski. Mr. Scott, do you have any questions?

Mr. Scott. Thank you, Mr. Chairman. Mr. Owen, I recall when you were here last time you reminded me you were a constituent of mine, so let me compliment you highly on your presentation today.

As I understand, this omnibus bill is primarily an upward adjustment in allowances. Is that the main thrust of the bill?

Mr. Owen. That is correct, Mr. Congressman. One title does provide for substantial rate increases, and then we are suggesting other provisions that we feel would improve the entire education program.

Mr. Scott. But it is not any broad-scale change in existing law other than changes in amounts?

Mr. Owen. There is no change in the basic philosophy of the bill; that is right.

Mr. Scott. Now, I notice on page 9 of your testimony that you mentioned 36 months as the maximum time, and that, of course, is with the usual school term being 9 months, times 4 years. The existing law contemplates that a person would be helped to obtain an undergraduate degree. But if he should miss in one semester and have to go over for another semester beyond the standard 4-year course, then it would not be covered by the GI bill; is this correct?

Mr. Owen. Your statement is correct.

Mr. Scott. All right, sir, thank you very much.

Mr. Helstoski. Thank you Mr. Owen. Thank you for your testimony and your presentation during your appearance this morning.

Mr. Danielson. Mr. Chairman, may I ask the gentleman one more question?

Mr. HELSTOSKI. Yes, Mr. Danielson.

Mr. DANIELSON. On this dependency, I realize, in view of the status of today's law and particularly the recent decision of the Supreme Court, that it would be probably unconstitutional to have a classification of sex as the lodestone as to whether we would pay a dependency allowance, but you don't believe there would be any violation of our Constitution if the differentiation were based on a classification of dependency. So that dependency allowance would be paid for a spouse regardless of sex, male or female, provided that the spouse is in fact a dependent, but that you could not do it based upon sex.

I understand your presentation. I am not quarreling with it here at all, but I wonder if the administration has given any consideration to changing the basis for this allowance to one of true dependency rather than the artificial one which is no longer tolerable, the one of sex.

Mr. OWEN. We would have no position on this subject at this time.

Mr. DANIELSON. I know you have not now, but my question was really an admonition; that is, would you please consider that?

Mr. OWEN. We would be pleased to do so; yes, sir.

Mr. HELSTOSKI. Mr. Owen, I would like to ask one question. The proposal in the omnibus bill makes this an 8.6-percent adjustment, approximately. This is in terms of the current cost-of-living increases. There is no anticipation in the omnibus bill, then, for the anticipation of future cost of living increases and commensurate raises for the veteran, entering a school year other than at this particular moment. He will not be able by the time the end of that particular school year is concluded, those two semesters in that given calendar year, keep pace with the rise in the cost of living. He will again be behind the rate of increase in the cost of living.

Mr. OWEN. Mr. Chairman, I would not differ from you in your conclusions, but, after all, we do have the President's program, the 90-day freeze and phase II, where it is the desire and the hope of the administration to level out these increases.

Then, again, in supporting legislation, we would be on rather tenuous grounds to speculate what the future might hold for us. So we present, based upon current conditions, what we think is a reasonable increase in the monthly payments.

Mr. SCOTT. Mr. Chairman, if you would yield for a moment.

Mr. HELSTOSKI. Yes, Mr. Scott.

Mr. SCOTT. These current rates, are you thinking of November-December 1971 or are you going back to some Department of Labor cost index?

Mr. OWEN. These are based on the 8.2-percent increases from February 1, 1970, through October of this year, 1971. On this basis, almost a half a percent of the 8.6 percent proposed is available for unanticipated price rises.

Mr. SCOTT. Thank you.

Mr. HELSTOSKI. Then it is apparent I wish to point out that by enactment time we will be far behind anticipated current increases in the cost of living.

Mr. Owen, we would like to thank you for appearing this morning before the subcommittee.

We have a gentleman from the American Legion, Mr. Terry Wertz, to introduce the director of the veterans affairs and rehabilitation commission as our next witness.

Mr. Wertz and Mr. Golembieski, we are happy to have you here before the subcommittee this morning.

STATEMENT OF E. H. GOLEMBIESKI, DIRECTOR, VETERANS' AFFAIRS AND REHABILITATION COMMISSION; ACCOMPANIED BY TERRELL M. WERTZ, ASSISTANT DIRECTOR, NATIONAL LEGISLATIVE COMMISSION

Mr. WERTZ. Mr. Chairman, the American Legion welcomes the opportunity to present its views and recommendations on the measures pending consideration before your committee to modify and expand the programs of vocational rehabilitation for the service disabled veterans and educational assistance for veterans and for certain widows, wives, children, and orphans.

The American Legion has consistently supported the education and training program for eligible veterans and, since the enactment of the original GI bill, has sought over the period of years improvements where necessary to meet the needs of that program.

In 1944 the number of veterans entitled to benefits at that time posed a problem to the Members of Congress because the Members were faced with a tremendous dollar outlay to meet the obligation.

The same is true today. The veteran in 1944 could attend school full time, on the original GI bill, and while we do not expect that the veteran should have the benefit handed to him on a silver platter, we believe, as in 1944 under the first GI bill that the Vietnam veteran should be afforded the same opportunity at this time. Under present conditions he cannot do this.

We are tremendously impressed by the fact that a great number of students find it necessary to drop out of school on a full-time basis because they cannot sustain themselves in school on a full-time basis on the present subsistence allowance, or rely on some other form of assistance to meet the increasing cost.

In arriving at this conclusion, the legion established an ad hoc study committee to provide information concerning the needs of the veterans. During this study period they contacted various organizations, associations, and colleges and have found there is a very real need for an improvement in our educational program in order that these men may continue in school on a full-time basis.

If they do have to drop out of school, as many are presently doing, we think the education and training benefit program becomes meaningless.

Again, I have emphasized that while we do not think this is something that should be handed on a silver platter to the veteran, it is something which we believe he is entitled to, or the Congress has determined he is entitled to. These records clearly establish that the concept of providing educational assistance to our veterans has been most beneficial to our Nation.

Mr. Edward Golembieski, the director of the veterans' affairs and rehabilitation commission, directed the commission and made the study of the ad hoc committee, and I would like to present as our witness at this time Mr. Edward Golembieski, to present to you the program which we believe would be that most effective for the Vietnam veteran.

Mr. GOLEMBIESKI. Thank you, Mr. Chairman. My statement will be directed to those areas of specific interest to the American Legion rather than addressing itself to the variety of specific bills.

Mr. Chairman and members of the subcommittee, the American Legion welcomes this opportunity to present its views and recommendations on the measures pending your consideration to further improve, to modify administration, and to expand the programs of vocational rehabilitation for the service-disabled veterans, and educational assistance for veterans and for certain wives, widows, children, and orphans.

We have analyzed the purpose of the many bills which have been assigned this subcommittee. Some of the provisions of these measures are in accord with our mandates and some are not. If you have no objection, Mr. Chairman, my statement will be directed to those areas of specific interest to the American Legion. To authorize tuition payments; establish Veterans' Administration guaranteed and direct education loan programs; adjust tuition and subsistence payments annually in accordance with increased tuition and cost of living increases, and to increase the maximum period of eligibility for Vietnam era veterans to 48 months.

Educational assistance programs for Vietnam era veterans of our Armed Forces were developed by the Congress to: one, extend the benefits of higher education to eligible young persons who might not otherwise be able to afford such eduaction; two, provide vocational readjustment and restore educational opportunities to those veterans whose careers have been interrupted by reason of active duty in the Armed Forces; three, aid such persons in attaining the vocational and educational status which they might normally have aspired to and attained had they not served our Nation.

Since the enactment of Public Law 89–358, approved March 3, 1966, monthly educational assistance payments have been increased, on the average, by 75 percent.

Despite the last increases in educational assistance payments authorized by the Veterans Education and Training Amendments Act of 1970 (Public Law 91–219) effective February 1, 1970, education expenses alone often exceed the monthly educational assistance payment from the Veterans' Administration.

Increased costs of tuition, books, fees, and other charges, as well as food, housing, medical care, and other necessities of living, cause many veterans to make a second sacrifice for our country by either not using their eligibility for educational assistance, or by pursuing a program of education or training at considerable financial cost to themselves or to their families or dependents—a personal circumstance for many veterans in marked contrast to the declared congressional purpose of the veterans educational assistance program established in 38 U.S.C., chapter 34.

The financial plight of veterans pursuing courses in institutions of higher learning is clearly reflected by "1971–72 student charges at State colleges and universities covering tuition, required fees, room, and board," a joint report prepared by the American Association of State Colleges and Universities and the National Association of State Universities and Land Grant Colleges. According to this report:

> Median charges for 1971–72 in all categories would have reached even higher levels if President Nixon's wage-price freeze had not prevented a number of universities from making increases they had planned but not implemented. Campus reports indicate that there will probably be additional increases after the freeze although they may not be as steep as originally planned.
>
> Tuition and required fees accounted for the most significant increases in charges among members of both Associations. The median charge for a resident tuition and required fees at NASULGC institutions was $482 for 8.8 percent increase over the 1970–71 median of $443. AASCU institutions had a median charge of $405 for resident tuition and required fees, which was 8.3 percent above the 1970–71 level of $370.
>
> Non-resident tuition and required fees took a giant leap among NASULGC institutions, with the median increasing 17 percent from $1,077 in 1970–71 to $1,260 in 1971–72. The sizable increase is primarily attributable to the fact that a large number of state universities raised charges to non-resident students to an amount equal to the full or the major cost of instruction. AASCU institutions, which have not yet adopted this trend, had a median increase of four percent, moving from $840 to $874.
>
> Total costs for an academic year, including tuition, required fees, room and board charges, grew less steeply than tuition and required fees alone. The median total charge for resident students at NASULGC institutions was $1,411, increasing by 4.4 percent from $1,351 in 1970–71. Resident students at AASCU institutions will pay a median rate of $1,227, which is only 1.6 percent more than the 1970–71 median of $1,208.
>
> The large increases in non-resident tuition were reflected in the amount of the increase in the median total charges for non-resident students at NASULGC institutions. The 1971–72 median total charge for non-residents was $2,241, increasing 12.7 percent from the 1970–71 median of $1,988. The non-resident median total charge at AASCU increased less than one percent, going from $1,618 to $1,627.

A 1968 report by the Office of Education, Department of Health, Education, and Welfare, in "Projections of Educational Statistics to 1976–77" states:

> The estimated average basic student charges (tuition, required fees, board and room) by publicly controlled institutions of higher education, in 1966–67 dollars, increased from $874 in 1956–57 to $1,034 in 1966–67. The charges are expected to reach $1,211 by 1976–77. The estimated average basic student charges by non-publicly controlled institutions of higher education were $1,486 in 1956–57, $2,125 in 1966–67, are expected to reach $2,748 in 1976–77.

A further illustration of the increasing average charges for academic year cost of education in 4-year colleges is the following quoted from the February 22, 1971, issue of U.S. News & World Report:

	5 years ago	This year (estimate)	Next year (estimate)
Public colleges:			
Tuition and fees	$326	$442	$472
Dormitory room	304	416	441
Board	437	559	579
Total	$1,103	$1,417	$1,492
Private colleges:			
Tuition and fees	1,368	1,924	2,057
Dormitory room	418	539	575
Board	528	626	649
Total	$2,314	3,089	3,281

None of the foregoing median and average costs, current and projected, included the cost of clothing, books, transportation, and incidentals.

In addressing ourselves to the increased costs of education in institutions of higher learning, we should not overlook the trend that has and is occurring below the college level—in technical and vocational schools. Although we have no data showing the trend in percentage increase for such programs, we have data which supports the fact that the current educational assistance payments fall considerably short of meeting the students cost of the programs. As an illustration, the following is quoted from the Ryder Technical Institute Electronics Training Center, Philadelphia:

Program	Hours	Tuition	Books and supplies	Room and board (average per week)
Electronics technology	2,000	$2,300	$250	$35
Drafting technology	2,400	2,750	125	35

To further illustrate this point, it is asked that the attached program costs from the Lincoln, Ryder, and Greer Institutes be made a part of the record.

Mr. **Helstoski**. Without objection, it is so ordered.

(The documents referred to follow:)

LINCOLN TECHNICAL INSTITUTE—NEWARK, BALTIMORE, PHILADELPHIA, WASHINGTON, INDIANAPOLIS, DES MOINES

Program	Hours	Tuition	Books and supplies	Average room and board (per week)
Automotive-diesel technology	1,415½	$2,231.25	----------	$40
Automotive technology	1,080	1,715.00	----------	40
Automotive mechanics	720	1,145.00	----------	40
Engine tune-up	337½	556.25	----------	40
Diesel engines	337½	556.25	----------	40
Automatic transmissions	225	387.50	----------	40
Automotive air conditioning	112½	218.75	----------	40
Air conditioning, refrigeration and heating technology	1,300	2,055.00	----------	40
Air conditioning and refrigeration servicing	800	1,295.00	----------	40
Heating system service	300	500.00	----------	40

RYDER TECHNICAL INSTITUTE, ELECTRONICS TRAINING CENTER—PENNSAUKEN, PHILADELPHIA, ALLENTOWN

Electronics technology	$2,000	$2,300	$250.00	$35
Computer technician	930	1,245	175.00	35
Electronics servicing	1,400	1,350	160.00	35
Drafting technology	2,400	2,750	125.00	35

RYDER TECHNICAL INSTITUTE—DALLAS

Automotive diesel technology	$1,462	$2,245	$65.00	$35
Automotive technology	1,125	1,750	58.00	35
Automotive mechanics	675	1,090	22.00	35
Diesel engines	338	595	8.00	35

NATIONAL PROFESSIONAL TRUCK DRIVER TRAINING—ATLANTA, MILLVILLE, N.J.

Program	Hours	Tuition	Books and supplies	Average room and board (per week)
Tractor-trailer operators	135	$200.00	$653.00	$35
GREER TECHNICAL INSTITUTE—CHICAGO, ILL				
Automotive mechanics	600	$895.00	$12.00	$40
Automotive tune-up	240	365.00	12.00	40
Body and fender repair	500	895.00	17.00	40
Diesel mechanics	600	955.00	32.00	40
Diesel truck mechanics	900	1,435.00	34.00	40
Refrigeration and air conditioning	475	795.00	90.00	40
Refrigeration	325	495.00	90.00	40
Combination welding	480	960.00	40.00	40
Gas welding	125	365.00	22.00	40
Arc welding	125	365.00	36.00	40
GREER TECHNICAL INSTITUTE—BRAIDWOOD, ILL.				
Heavy equipment operator (trucks, bulldozers, end loaders and scrapers)	200	$795.00		$40
Heavy equipment operator (motor graders)	200	795.00		40
Heavy equipment operator (combination 1 and 2)	360	1,431.00		40
Heavy equipment operator (back hoe and dragline)	200	795.00		40
Heavy equipment operator (back hoe, dragline, shovel and clam)	400	1,590.00		40
Heavy equipment mechanics	540	850.00		40
Heavy equipment mechanic and operator	1,300	3,800.00		40
Professional truck driver	160	935.00		40

Mr. GOLEMBIESKI. In national convention in Houston, August 31, September 1, 2, 1971, the American Legion approved Resolution 342 which, in part, mandated the organization to sponsor and support legislation to amend 38 U.S.C. 34, so as to provide that in the case of an eligible veteran not on active duty who is pursuing a program of education or training at an approved educational or training institution on a half-time or more basis, the Veterans' Administration shall pay directly to the educational or training institution on behalf of such eligible veteran the customary cost of tuition, and such laboratory, library, health, infirmary, or other similar fees customarily charged, and shall pay for books, supplies, equipment, and other necessary expenses, excluding board, lodging, other living expenses, and travel, as are generally required for the successful pursuit and completion of the course by other students in the institution, but in no event shall the payment authorized exceed 75 percent of such tuition cost and fees or $1,000, whichever is the lesser, for an ordinary school year.

Resolution 342 proposes that the language of chapter 34 of title 38, United States Code, be amended so as to provide that the current educational assistance allowances under section 1682 be redesignated as subsistence allowances and continued at the same dollar levels as set out in the table under subsection (a) (1) of this section.

Under the original GI bill, the Veterans' Administration paid a school directly for tuition, fees, and other institutional costs in addition to subsistence payments to the veteran. Abuses by some college administrators of this system caused the Congress to revise the system of payment of educational assistance to the Korean conflict GI making him responsible for meeting all educational costs from the $130 monthly payment made direct to him.

In advocating restoration of the tuition-subsistence method of payment, we believe that the present degree of sophistication in the Veterans' Administration and the State approval agencies, added to the fact that our recommendation would permit payment of not more than 75 percent of tuition costs but not in excess of $1,000, would deter college administrators from resorting to these former abuses.

With respect to the provision of guaranteed and direct education loans for these eligible veterans there is evidence that as the financial costs of education increase, more individuals are turning to loans or credit as a way out. Study now, pay later is the only way a large share of today's veterans can get into college and stay there. Even with the change to the tuition-subsistence payment urged earlier in this statement, many veterans will have to resort to obtaining a loan or credit through the college or university plan. The following table illustrates the trend:

	New Government guaranteed student loans (private capital)	Tota (millions)
School year:		
1967	$330,088	$248
1968	515,000	436
1969	787,000	687
1970	922,000	840
1971 (estimated)	1,100,000	1,000

Resolution 342 referred to above urges legislation to amend 38 U.S.C. 34, to provide: (1) in addition to tuition, costs and fee payments and educational assistance allowance authorized by such chapter, educational assistance loans made to eligible veterans pursuing a program of education or training under the provisions of this chapter, by a lending institution authorized to do business in a State or in the District of Columbia may, with the approval of the Administrator of Veterans' Affairs, be guaranteed by the United States; (2) whenever the Administrator finds that eligible veterans are unable to obtain educational assistance loans from commercial lending sources at reasonable rates and on reasonable terms and conditions, he be authorized to make educational assistance loans to such veterans on the same terms and conditions prescribed for loans guaranteed under this chapter.

The American Legion believes that the establishment of guaranteed and direct loans would have a tremendous impetus on veteran utilization of the education and training programs available under chapter 34 of this title.

As you know, some institutions offering undergraduate study have changed to the quarter system, and under the changes of units to courses the student is required to take either 12 or 16 units. Under this system 12 units are considered a minimum academic full-time load, and under this system 16 units are found to be too heavy a load for all but an exceptionally few students.

When so certified by the institution, full-time educational assistance payments are authorized for 12 semester hours or the equivalent thereof.

If the program of education is pursued on a 12-unit basis, the present 36-month eligibility will not cover the veteran's program objectives.

In view of this, we recommend that the maximum eligibility be extended to 48 months, based on the formula of 2 months for each month of active duty where such duty extended beyond 180 days.

INCREASE THE MONTHLY SUBSISTENCE PAYMENTS UNDER CHAPTER 31 OF TITLE 38, UNITED STATES CODE

Under this chapter, vocational rehabilitation is available to disabled veterans for the purpose of restoring employability to the extent consistent with the degree of disablement, lost by virtue of the handicap due to service-connected disability.

The full cost of tuition fees books, supplies, et cetera is paid by the Veterans' Administration. In addition, monthly subsistence allowances are authorized under section 1504.

These subsistence allowances were last increased effective February 1, 1970, under Public Law 91-219. Since then, in terms of (1967=100), the Consumer Price Index has advanced from 116.3 to 122.6 on November 1, 1971, an increase of about 5.3 percent.

It is recommended that these subsistence allowances be increased to reflect this increased cost of housing, food, and other necessities.

H.R. 10169, would, if approved, raise the monthly subsistence allowances to a level more commensurate with today's cost of these basic necessities.

PROVIDE THAT VOCATIONAL-TECHNICAL SCHOOL STUDENTS NOT BE REQUIRED TO MAKE MONTHLY CERTIFICATION OF ATTENDANCE

Section 1681(d) of Title 38, United States Code, specifies that no educational assistance allowance shall be paid to an eligible veteran enrolled in a course which does not lead to a standard college degree for any period until the Veterans' Administration has received from the eligible veterans a certification as to his actual attendance during such period, and a certification from the educational institution or endorsement on the veteran's certificate that such veteran was enrolled in and pursuing a course of education during such period.

Section 1681 of this title also provides that no educational assistance allowance shall be paid to any veteran enrolled in a course which leads to a standard college degree for any period when such veteran is not pursuing his course in accordance with the regularly established policies and regulations of the educational institution, and the requirements of this chapter and chapter 36.

By regulation, the Administrator of Veterans' Affairs has provided that schools which have veterans or eligible persons enrolled in courses which lead to a standard college degree are not required to submit monthly certification for students enrolled in such courses. Payment for the final month in the period of enrollment is not made until a certification is received from the instiution showing that the veteran has and is pursuing the program for which enrolled.

Vocational-technical education is classified as below college level training, yet colleges offering such courses are directed under similar conditions as other institutions of higher learning. Consequently, vocational-technical students have to be on campus on the same basis as students pursuing academic programs leading to a standard college degree.

It is recommended that title 38, United States Code, in its pertinent provisions be amended to authorize the Administrator of Veterans' Affairs to provide by regulations the same certification procedures for vocational-technical colleges as are now authorized institutions where a student is pursuing a program of education leading to a standard college degree.

TO EXTEND APPRENTICESHIP AND OTHER ON-THE-JOB TRAINING BENEFITS TO WIVES AND WIDOWS ELIGIBLE TO RECEIVE EDUCATIONAL ASSISTANCE UNDER CHAPTER 35 OF TITLE 38, UNITED STATES CODE

Section 1703(a) of chapter 35 provides that the Administrator of Veteran's Affairs shall not approve the enrollment of an eligible person in any course of apprentice or other training on the job.

Many eligible wives and widows are not suited, by reason of age, education, or for other reasons, for institutional training to which they are presently limited under such chapter.

Notwithstanding these limitations for institutional type education or training, these wives and widows are capable of obtaining objectives through apprenticeships and on-the-job training programs in hospital and nursing care facilities; food, hotel, and motel services, and in other areas of public need for services.

As you know, section 1700 declares the purpose of chapter 35 is to assist these wives and widows to prepare themselves to support themselves and their families.

The language of this chapter which forbids the pursuit of apprenticeship and on-the-job training is in conflict with its purpose. We urge enactment of legislation to delete this restriction.

TO PERMIT ELIGIBLE WIVES AND WIDOWS TO ENROLL IN CORRESPONDENCE COURSES

At present, section 1723(c) of title 38, United States Code, prohibits the Administrator of Veterans' Affairs from approving enrollment of an eligible person in any course to be pursued by correspondence.

From the Veterans' Administration's experience under chapter 34 of such title, and earlier GI bills, many veterans successfully completed courses by correspondence, which enhanced their ability to acquire skills or make up education deficiencies, enabling them to command better salaries or put them into a competitive position for supervisory positions.

As we pointed out in connection with on-the-job apprenticeship training for wives and widows, this restriction is contrary to the purpose of the benefit for these beneficiaries.

We support the purpose of H.R. 10166, that is, to amend chapter 35 of this title to authorize the Administrator to approve courses through correspondence for eligible wives and widows.

TF PERMIT ELIGIBLE WIVES AND WIDOWS TO ENROLL IN CORRESPONDENCE LEVEL FOR ELIGIBLE WIVES AND WIDOWS

Chapter 35 of title 38, United States Code, provides that the Administrator shall not approve the enrollment of an eligible person in any course which is to be pursued as a part of his regular secondary school education.

In the case of an eligible veteran, under chapter 34 of such title the Administrator may approve his enrollment in an appropriate course of courses needed to receive a secondary school diploma.

It further provides that educational assistance payments may be made to an eligible person pursuing such course or courses without charge to any period of enrollment.

We believe that there are numbers of wives and widows in need of secondary school course or courses to qualify them to pursue education or training beyond high school. For this reason, we urge enactment of H.R. 7668.

Mr. Chairman, there are some who say that veterans education programs are too expensive. According to the Veterans' Administration, the Nation has invested an estimated $21.7 billion to educate approximately 12.5 million veterans.

In evaluating the charge that the program is expensive, we should consider:

(1) A college graduate veteran can expect to earn about $213,000 more in a lifetime than he could with only a high school diploma.

(2) The Bureau of Internal Revenue estimates it will collect $40,000 on this increased income.

(3) Since the VA spends, under the current educational assistance provisions, about $6,300 in 36 months for a veteran to earn his college degree, the Federal Government will get back about six times its original investment through taxes alone.

As to its expensiveness, in terms of other federally assisted education program, the special analysis of the Federal budget shows the following outlays by agency for fiscal 1972:

Federal agency	Estimate (millions)	Percent
Agriculture	1,225	10
Defense	1,104	8
Health, Education, and Welfare:		
Office of Education	4,830	36
Other HEW	2,204	16
Housing and Urban Development	167	1
Interior	364	3
National Science Foundation	546	4
Office of Economic Opportunity	290	2
Veterans' Administration	1,734	12
Other	1,072	7
Total Federal outlays	13,536	100

Mr. Chairman, this concludes my prepared statement.

With your permission, I would like to introduce into part of the record the resolutions approved by the American Legion both at the national executive committee and at its last convention.

Mr. **Helstoski**. That will be made a part of the record along with the appended information you have submitted with your testimony.

(The documents referred to follow:)

FIFTY-SECOND ANNUAL NATIONAL CONVENTION, THE AMERICAN LEGION, PORTLAND, OREGON, SEPTEMBER 1, 2, 3, 1970

Resolution: No. 193 (Maryland).

Committee: Rehabilitation.

Subject: Sponsor and support legislation to amend 38 USC, chapter 35, so as to authorize educational assistance benefits at high school level to eligible wives and widows.

Whereas, chapter 35, title 38, United States Code, precludes the enrollement of an eligible person in any course which is to be pursued as part of his regular secondary school education; and

Whereas, many eligible wives and widows are in need of a secondary school education to qualify for education or training above the secondary level; and

Whereas, veterans training under chapter 34, title 38, USC, may pursue secondary school courses leading to a high school diploma or equivalency certificate; and

Whereas, under chapter 34, title 38, USC, such time used in secondary school training is not charged to any period of entitlement: Now, therefore, be it

Resolved, by The American Legion in National Convention assembled in Portland, Oregon, September 1, 2, 3, 1970, That The American Legion sponsor and support legislation to amend chapter 35, title 38, United States Code, so as to authorize educational assistance at the secondary level for eligible wives and widows; and be it further.

Resolved, That such secondary school training be provided without charge to any period of entitlement.

Approved.

FIFTY-THIRD NATIONAL CONVENTION OF THE AMERICAN LEGION HELD IN HOUSTON, TEXAS, AUGUST 31, SEPTEMBER 1, 2, 1971

Resolution No. 342.

Committee: Veterans Affairs and Rehabilitation.

Subject: Sponsor and support legislation to authorize tuition payments and to establish VA guaranteed and direct education loan program for Vietnam era veterans.

Whereas, the purpose of educational assistance programs developed by the Congress for veterans of our Armed Forces is to:

1. Extend the benefits of higher education to eligible young persons who might not otherwise be able to afford such edcation;
2. Provide vocational readjustment and restore educational opportunities to those veterans whose careers have been interrupted by reason of active duty in the Armed Forces; and
3. Aid such persons in attaining the vocational and educational status which they might normally have aspired to and attained had they not serve their country; and

Whereas, despite increases in educational assistance payments authorized by the Veterans Education and Training Amendments Act of 1970, effective February 1, 1970, education expenses alone often exceed the monthly payment, leaving little or none of the allowance to meet living expenses; and

Whereas, The American Legion supported the enactment of the Servicemen's Readjustment Act of 1944, approved June 22, 1944; and

Whereas, under this Act, the Veterans Administration was authorized to pay to the educational or training institution, for each person enrolled in full-time or part-time training, up to $500 for an ordinary school year, toward the customary cost of tuition, and such laboratory, library, health, infirmary, and other similar fees as are customarily charged, and for books, supplies, equipment, and other expenses (exclusive of room and board) as were generally required for the successful pursuit and completion of the course by other students in the institution; and

Whereas, this Act, in addition, authorized the payment of a monthly subsistence allowance while enrolled in and pursuing a course of $65 per month if without dependents, and $90 per month with dependents (increased January 19, 1948 to $75 and $105, and to $120 per month for those with more than one dependent); and

Whereas, a comparison of average education costs and allowances in the case of a single veteran attending an institution of higher learning under the World War II and post-Korean Conflict bills, fifty-five months after they were enacted, showed the following:

	World War II	Post-Korean conflict
Educational allowance	$675	$1,575
Tuition:		
Public	140	339
Private	395	1,627
Tuition, room and board:		
Public	600	1,259
Private	850	2,680

and

"Whereas, a joint report on 1970–71 student charges from the American Association of State Colleges and Universities and National Association of State Universities and Land Grant Colleges states:

"A look at what has happened to student costs over the past five years most effectively underscores the alarming rise in charges in every category. Comparative data on total costs shown here were the national medians for both NASULGC and AASCU for the 1965–66 academic year. In summary there has been an average yearly increase of over six per cent in total charges to resident students for both associations. NASULGC schools have increased total charges to nonresidents on an average of almost seven per cent annually, and AASCU schools have had an annual average increase of better than eight per cent."; and

Whereas, the Office of Education, Department of Health, Education, and Welfare "Projections of Educational Statistics to 1976–77" reported:

"The estimated average basic student charges (tuition and required fees, board, and room) by publicly controlled institutions of higher education, in 1966–67 dollars, increased from $874 in 1956–57 to $1,034 in 1966–67. The charges are expected to reach $1,211 by 1976–77. The estimated average basic student charges by nonpublicly controlled institutions of higher education were $1,486 in 1956–57, $2,125 in 1966–67, and are expected to reach $2,748 in 1976–77."; and

Whereas, The American Legion believes that no qualified veteran should be barred from an education because of lack of funds; and

Whereas, under existing federal programs, any student may apply for federally guaranteed loans from commercial lending institutions or banks; and

Whereas, students face mounting difficulty in obtaining these loans in times of tight money (the competition for student loans is stiff, and the student is further handicapped by the interest ceiling of 7 percent): Now, therefore, be it

Resolved, by The American Legion in National Convention assembled in Houston, Texas, August 31, September 1, 2, 1971, That The American Legion sponsor and support legislation to amend Chapter 34 of title 38, United States Code, so as to provide that in the case of an eligible veteran not on active duty who is pursuing a program of education or training at an approved educational or training institution on a half-time or more basis, the Veterans Administration shall pay directly to the educational or training institution on behalf of such eligible veteran the customary cost of tuition, and such laboratory, library, health, infirmary, or other similar fees customarily charged, and shall pay for books, supplies, equipment, and other necessary expenses, excluding board, lodging, other living expenses, and travel, as are generally required for the successful pursuit and completion of the course by other students in the institution, but in no event shall the payment authorized exceed 75 per cent of such tuition cost and fees or $1000, whichever is the lesser, for an ordinary school year; and be it further

Resolved, That while pursuing an approved program of education or training, a veteran eligible for such tuition, costs, and fee assistance shall be paid the monthly educational assistance allowance as presently authorized in paragraph (1) of subsection (a) of section 1682 of title 38, United States Code; and be it finally

Resolved, That Chapter 34 of title 38, United States Code, be amended to provide:

1. in addition to tuition, costs and fee payments and educational assistance allowance authorized by such Chapter, educational assistance loans made to eligible veterans pursuing a program of education or training under the provisions of this Chapter, by a lending institution authorized to do business in a State or in the District of Columbia may, with the approval of the Administrator of Veterans Affairs, be guaranteed by the United States;
2. whenever the Administrator finds that eligible veterans are unable to obtain educational assistance loans from commercial lending sources at reasonable rates and on reasonable terms and conditions, he be authorized to make educational assistance loans to such veterans on the same terms and conditions prescribed for loans guaranteed under this Chapter.

FIFTY-THIRD ANNUAL NATIONAL CONVENTION, THE AMERICAN LEGION, HOUSTON, TEX., AUGUST 31, SEPTEMBER 1, 1971

Resolution: No. 471 (Idaho).
Committee: Veterans Affairs and Rehabilitation.
Subject: Sponsor and support legislation to amend title 38 USC to provide that vocational-technical students not be required to make monthly certification of attendance.

Whereas, since vocational-technical education is classified as below college level training; and

Whereas, vocational-technical colleges are directed under similar conditions as other institutions of higher learning; and

Whereas, vocational-technical students have to be on campus for counselling and advising on the same basis as students in the academic programs: Now, therefore, be it.

Resolved, by the American Legion in National Convention assembled in Houston, Texas, August 31, September 1, 2, 1971, That The American Legion sponsor and support legislation to amend title 38, USC, to provide that a vocational-technical student be required to make the same certification of school attendance as is required of a student enrolled in a course which leads to a standard college degree.

Approved.

FIFTY-THIRD ANNUAL NATIONAL CONVENTION, THE AMERICAN LEGION, HOUSTON, TEX., AUGUST 31, SEPTEMBER 1, 2, 1971

Resolution: No. 544 (Mississippi).
Committee: Veterans Affairs and Rehabilitation.
Subject: Sponsor and suport legislation to amend title 38 USC so as to extend apprenticeship and other on-job training benefits to eligible wives and widows, and wives of prisoners of war and missing in action, under Chapter 35.

Whereas, Public Laws 90-631 and 91-584 amended title 38 USC making certain wives and widows of veterans, and wives of POW/MIAs eligible for educational assistance under Chapter 35 while in institutional training; and

Whereas, many eligible wives and widows are unable to attend institutional training due to the expense of dependents and other factors; and

Whereas, there are many job objectives the eligible widow or wife could be capable of reaching obtainable through apprenticeships and other on-job training, such as (1) hospitals and nursing-care facilities, (2) office managerships and related fields, (3) food, hotel and motel services, and (4) welfare, recreation, education, and other areas serving a public need: Now, therefore, be it

Resolved, by The American Legion in National Convention assembled in Houston, Texas, August 31, September 1, 2, 1971, That The American Legion sponsor and support legislation to amend Chapter 35, title 38, United States

Code, to provide apprenticeship and other on-the-job training to eligible wives and widows of veterans and wives of prisoners of war and those servicemen missing in action.

Approved.

National Executive Committee Meeting of the American Legion, May 5–6, 1971

Resolution No. 14.
Commission: National Veterans Affairs and Rehabilitation.
Subject: Sponsor and support legislation to permit eligible wives and widows to enroll in correspondence courses.

Whereas, the Congress of the United States provided the war orphans Educational Assistance Program for the purpose of providing opportunities for education to children whose education would otherwise be impeded or interrupted by reason of disability or death of a parent arising as a result of service in the Armed Forces; and

Whereas, Congress further extended this Educational Assistance Program to widows of veterans who died of a service-connected disability and to wives of veterans who are totally disabled because of service-connected disabilities for the purpose of assisting them in preparing to support themselves and their families at a standard of living level which the veteran, but for his death or service-connected disability, could have expected to provide for his family; and

Whereas, 38 USC 1723(C) provides that the Administrator of Veterans Affairs shall not approve the enrollment of an eligible person in any course to be pursued by correspondence; and

Whereas, for veterans educational assistance, under chapter 34, title 38, USC, the Administrator of Veterans Affairs may approve educational training exclusively by correspondence providing such lessons are serviced by an institution; and

Whereas, some wives and widows, particularly those with small children, find it difficult to take institutional type training: Now, therefore, be it

Resolved, *by the National Executive Committee of The American Legion in regular meeting assembled in Indianapolis, Indiana, May 5–6, 1971,* That The American Legion sponsor and support legislation to amend chapter 35, title 38, United States Code, so as to permit eligible wives and widows the right to pursue educational training through correspondence courses.

National Executive Committee Meeting of the American Legion, May 5–6, 1971

Resolution No. 44.
Commission: National Veterans Affairs and Rehabilitation.
Subject: Sponsor and support legislation to improve the educational assistance and vocational rehabilitational programs provided under title 38 USC.

Whereas, the purpose of educational assistance programs developed by Congress for veterans of our armed forces is to extend the benefits of higher education to qualified and deserving young persons who might not otherwise be able to afford such an education; provide vocational readjustment and restore educational opportunities to those veterans whose careers have been interrupted or impeded by reason of active duty in the armed forces; and aid such persons in attaining the vocational and educational status which they might normally have aspired to and attained had they not served their country; and

Whereas, despite several increases in educational benefits, payments to veterans have not kept pace with the rising costs of education, food, housing, medical care, and other necessities of living; and

Whereas, these increased costs cause many veterans to make a second sacrifice by either not using their eligibility for educational assistance or by pursuing a program of education or training under considerable financial cost to themselves or to their families and dependents; and

Whereas, The American Legion believes that the effectiveness of educational and vocational assistance benefits provided these veterans should be comparable to those made available to veterans of World War II: Now, therefore, be it

Resolved, by the National Executive Committee of The American Legion in regular meeting assembled in Indianapolis, Indiana, on May 5–6, 1971, That The

American Legion shall sponsor and support legislation to amend title 38 United States Code, Chapter 34, to (1) increase the monthly educational assistance payments under section 1682(a) as follows:

	No dependents	1 dependent	2 dependents	Plus the following for each dependent in excess of 2
Institutional:				
Full-time	$210	$240	$265	$15
Three-quarter time	154	178	203	13
Half-time	98	117	131	9
Cooperative	169	200	230	12

(2) provide that the educational assistance allowances payable under such chapter shall be adjusted annually in accordance with the average percentage change in the cost of tuition and cost of living for the preceding calendar year;

(3) reimburse the veteran for the cost of textbooks; and

(4) increase the maximum period of eligibility to 48 months; and be it further

Resolved, That the monthly subsistence allowance payable to veterans pursuing vocational rehabilitation under 38 USC Chapter 31 be increased to a level commensurate with today's cost of food, housing, transportation and other necessities; and be it finally

Resolved, That the National Americanism and Veterans Affairs and Rehabilitation Commissions jointly study the veterans education assistance program to determine the feasibility of further supplementing the educational assistance allowance by the payment of a specific amount ot be applied toward the cost of tuition.

We want to thank you for appearing here this morning.

Are there any questions from the members of the subcommittee?

Mr. Edwards?

Mr. Edwards. No questions.

Mr. Helstoski. Mr. Danielson, are there any questions?

Mr. Danielson. No questions.

Mr. Helstoski. Mr. Scott?

Mr. Scott. Mr. Chairman, I would like to ask one question or perhaps to share with the witnesses. I notice that the Legion does feel that at present allowances and even the proposed increased allowances under the omnibus bill is not sufficient for many veterans to attend a college for the 36 months. Yet, one of the thrusts of your presentation is that this be increased to 48 months. Now, I am wondering if it wouldn't be better for this committee or subcommittee to concentrate, if this measure is liberalized, on helping the veterans for the 36 months rather than to attempt to go to the 48 months. If you had your choice one way or the other, what would your thinking be?

Mr. Golembieski. Well, the order of priorities, I think we should improve the situation for the individual who has a 36-month eligibility.

Mr. Scott. But you still want the other?

Mr. Golembieski. Yes; if possible.

Mr. Scott. Thank you, Mr. Chairman.

Mr. Helstoski. Thank you for appearing here this morning Mr. Wertz and Mr. Golembieski and presenting your testimony.

As our next witness we have Mr. Charles Huber, who is the director of legislation for the Disabled American Veterans.

STATEMENT OF CHARLES HUBER, DIRECTOR OF LEGISLATION, DISABLED AMERICAN VETERANS; ACCOMPANIED BY: WILLIAM FLAHERTY, ASSISTANT DIRECTOR OF LEGISLATION; WILLIAM B. GARDINER, ASSISTANT DIRECTOR FOR LEGISLATIVE RESEARCH

Mr. HUBER. Mr. Chairman, accompanying me this morning is a Mr. William Flaherty, the assistant director of legislation, and Mr. William Gardiner, assistant director for legislative research.

Mr. Chairman and members of the subcommittee, on behalf of the Disabled American Veterans I wish to express appreciation for the opportunity to present our views concerning some of the education and training bills now before you for consideration.

I also want to express our appreciation to the committee for scheduling these hearings at this particular time. In our view, it reveals yet another instance of this committee's determination to raise the educational and income levels of those men and women who are called upon to serve in the Nation's Armed Forces in time of war. Indeed, it is a well-established fact that the lives of many veterans, particularly disabled veterans, have been made easier and happier today as a direct result of this committee's efforts.

As you know, Mr. Chairman, the DAV membership is comprised of honorably discharged veterans who were wounded, injured or otherwise disabled as the result of their wartime military service. We are, therefore, concerned principally with those legislative proposals which directly affect the service-connected disabled, their dependents and survivors.

We think it is generally accepted by the American people that those who serve in our Armed Forces bear a disproportionate burden of citizenship. While they are off serving their country, others of their age are preparing for occupational or professional careers. We think it only fair that the exservicemen be given the opportunity to secure the educational and training advantages lost during their period of active military duty.

However, because the monthly rates presently available are insufficient, many eligible Vietnam veterans cannot afford to apply for education or training and, consequently, they are forced into an already saturated job market. In this regard, it would appear to be a matter of simple justice that the level of benefits for Vietnam veterans be brought in line with those authorized for veterans of the Korean conflict.

In 1952, the average cost of a college education was less than $1,000 per year and the educational allowance available to the Korean conflict veteran amounted to $110 per month. Today the yearly cost for tuition, books, fees and supplies averages nearly $2,000; yet the assistance offered a veteran pursuing a full-time course of study in an institution of higher learning is only $175 a month.

The most recent educational allowance increases provided by Public Law 91-219—although substantial at the time—still fell short by approximately 25 percent of achieving full comparability with the educational benefits provided for veterans of the Korean conflict.

H.R. 11571

This disparity would be rectified by approval of the pending bill H.R. 11571. Introduced by the distinguished chairman of this subcommittee, the measure would amend chapters 31, 34, and 35 of title 38, United States Code, to increase, respectively, the vocational rehabilitation subsistence allowances, the educational assistance allowances, and the special training allowances paid to eligible veterans and persons under these chapters.

Educational assistance allowances payable to veterans in training under the provisions of chapter 34 would be increased from the present $175 to $220 per month for veterans without dependents who are engaged in full-time institutional training; from $128 to $165 for three-quarter-time training; from $81 to $110 for half-time training; and from $141 to $169 for cooperative training. Comparable increases are proposed for veterans in training under apprenticeship or on-the-job training programs and for servicemen under the predischarge education program. Additional amounts paid for dependents under the GI bill would also be increased.

Mr. Chairman, statistics reveal that during the Korean conflict, GI bill allowances for veterans of that era covered approximately 98 percent of the average tuition, board and room costs at public and nonpublic colleges. The 25.7-percent increase in training allowances proposed by H.R. 11571 would, in our judgment, restore comparability with the educational benefits offered veterans of the Korean conflict. We feel the proposed increases are entirely reasonable and supportable in light of the marked increase in the cost of education.

Under provisions of the bill, the monthly subsistence allowance paid to disabled veterans engaged in full-time institutional courses under chapter 31 would be increased from $135 to $142 for a veteran without dependents; from $181 to $191 for a veteran with one dependent, and from $210 to $222 for a veteran with two or more dependents.

Comparable increases averaging 5½ percent would also be provided for veterans pursuing institutional training on less than a full-time basis, and to disabled veterans in full-time institutional on-farm, apprenticeship, or other on-the-job training.

Since tuition fees, books and supplies are furnished veterans in training under the vocational rehabilitation program, the proposed increase in subsistence allowances is based, not upon the increased cost of education, but upon the rise in the Consumer Price Index. Inasmuch as the CPI has increased by approximately 8 percent since the rates were last adjusted in February 1970, we respectfully ask that H.R. 11571 be amended to reflect this actual increase.

H.R. 7668

We also urge the committee's support of H.R. 7668 which would provide educational assistance at the secondary school level to eligible wives and widows without charge to any period of entitlement they may have pursuant to section 1710 and 1711 of chapter 35.

Under present law, Mr. Chairman, educational benefits under chapter 35 are generally restricted to institutional training at the post secondary school level.

These restrictions, in our opinion, severely limit the educational opportunities offered to educationally disadvantaged wives and widows of service-connected, totally disabled or deceased veterans. Accordingly, we would recommend that this group of beneficiaries be granted the same consideration that was previously accorded to educationally disadvantaged veterans by Public Law 90-77.

Enactment of the bill would enable these wives and widows to pursue high school courses necessary to qualify them for admission to an institution of higher learning. We, therefore, urge your approval of this logical progression of the original purpose of the War Orphans Educational Assistance Act.

H.R. 5052

The pending bill H.R. 5052 would provide for the retraining of eligible service-connected disabled veterans who are no longer employable in the field in which they were previously rehabilitated. Due to the rapid advancement in technology, the shifts in occupational requirements, and the obsolescence of many training skills, a growing number of disabled veterans are unable to compete in today's work force. Consequently, they find themselves no longer employable in the field for which they have been trained. H.R. 5052 would help alleviate this problem by authorizing additional training or education for these veterans to restore employability which has been lost due to circumstances beyond their control.

H.R. 5053

H.R. 5053 would amend title 38, United States Code, to make the children of certain veterans having a service-connected disability rated at not less than 50-percent eligible for benefits under the war orphans educational assistance program.

As mentioned earlier, Mr. Chairman, educational assistance under present law is authorized for children of veterans who are permanently and totally disabled from service-connected causes.

Under terms of H.R. 5053, the child of a veteran who has a service-connected disability rated at not less than 50 percent would be made eligible for these educational benefits.

The Veterans' Administration has conceded that a 50-percent rating puts a man in the class of "seriously disabled." This bill refers specifically to seriously disabled individuals rated at 50, 60, 70, 80, and 90 percent. These high-disability ratings are for diseases or injuries that are always present and must be overcome by constant extra effort which often causes a serious weakening of physical well-being at an abnormally early age. Gainful employment very often is restricted for this group. In many cases, they are unable to lay away the substantial sum of money now needed to put a child or children through college.

The bill does not seek the full educational assistance granted children of the totally disabled, but only the amount which would be paid on a proportionate basis. We earnestly urge the committee to act favorably on this important measure.

ELIGIBILITY FOR VOCATIONAL REHABILITATION

Mr. Chairman, during the 87th Congress, Public Law 87–815, was enacted which authorized vocational rehabilitation for veterans who have a service-connected disability rated for compensation purposes at 30 percent or more. If rated less than 30 percent, it must be clearly shown that the disability has caused a "pronounced" employment handicap.

As a result of this restriction, many members of the DAV whose service-connected disabilities fall within the 10- and 20-percent categories—but who are otherwise eligible—are denied vocational training under chapter 31 of title 38.

It has long been the historical policy of the United States to provide greater benefits for war veterans than for veterans who served during peacetime.

The 30-percent disability requirement for entitlement to vocational rehabilitation may, therefore, have been justifiable for peacetime veterans at the time this provision was made effective by Public Law 87–815. With the enactment of Public Law 90–77 on August 31, 1967, however, the situation changed dramatically and certain wartime benefits were granted to veterans who served in the Armed Forces on or after August 5, 1964—the so-called Vietnam era.

Inasmuch as the Congress has given statutory recognition to the August 5, 1964 date for purposes of wartime benefits, we feel that veterans who serve in the Vietnam era should be given the same opportunity for vocational rehabilitation as that previously provided for veterans of other wars.

Mr. Chairman, the DAV has always held to the view that anyone who served his country faithfully and honorably should—if he has the capacity to absorb it, the motivation to pursue it—be given every opportunity to advance himself educationally, socially, and economically. The bills which we have been discussing here this morning will, in our judgment, provide this meaningful opportunity.

Thank you for allowing us to express our views in these important matters.

Mr. Helstoski. Thank you for being before the subcommittee this morning, along with your assistants.

Do you have any questions, Mr. Danielson?

Mr. Danielson. No questions.

Mr. Helstoski. Mr. Scott, are there any questions?

Mr. Scott. No questions.

Mr. Helstoski. Thank you gentlemen.

We have as our next witness Francis W. Stover, the Director of the National Legislative Service of Veterans of Foreign Wars, Mr. Stover, we are pleased to have you appear.

STATEMENT OF FRANCIS W. STOVER, DIRECTOR OF THE NATIONAL LEGISLATIVE SERVICE OF VETERANS OF FOREIGN WARS

Mr. Stover. Mr. Chairman and members of the subcommittee, thank you for the privilege of appearing before this distinguished subcommittee to present the position of the Veterans of Foreign Wars regarding the large number of bills under consideration which will amend, improve and liberalize GI bill education and training assistance for Vietnam veterans.

My name is Francis W. Stover and my title is Director of the National Legislative Service of the Veterans of Foreign Wars of the United States.

The Veterans of Foreign wars is proud of its record down through the years which resulted in the third GI bill and the liberalizing amendments which have been approved by Congress subsequent to the enactment of the GI bill in 1966. Most recent improvement was the 35-percent increase in GI bill training rates and other liberalizations as provided in Public Law 91–219. It will be recalled this legislation, depsite trying tactics and opposition to the size of the increase by high level Administration spokesmen, was developed and approved by the Congress in record time. The Congress deserves the highest commendation, and this subcommittee in particular, for making possible the 35-percent increase which has been in effect for the past two years. There is no question that the climbing GI bill enrollment can be contributed directly to the higher allowances which were voted by the Congress in 1970.

Another objection that has been raised over the last several years is the failure of a sufficient number of veterans to participate in the GI bill as compared to veterans of previous wars. The Veterans of Foreign Wars has again lent its support to the very comprehensive contact and outreach program conducted by the Veterans' Administration with active duty servicemen and veterans at the time and place of their discharge and separation from the Armed Forces. Undoubtedly, the Veterans' Administration today is extending every possible effort to contact Vietnam veterans wherever they are to apprise them of the rights and benefits to which they are entitled upon their return to civilian life.

In addition, representatives of the Veterans' Administration and the Department of Labor followup on this contact service after the veteran has returned home. The Veterans' Administration has also instituted other programs for reaching the veteran in the hope that no veteran will be overlooked or bypassed. All will agree that the aggressive publicity and contact program conducted by the Veterans' Administration has, in the main, been extremely successful and is another major factor which has helped the GI bill enrollment to sharply increase during the last several years.

Already, more Vietnam veterans have trained under the Vietnam era GI bill than the Korean GI bill. This number is expected to increase as the number of troops from Vietnam are withdrawn and return to civilian life.

The Veterans of Foreign Wars has been extremely concerned with respect to the successful readjustment of Vietnam veterans. Our organization has been appalled at the high unemployment rate which has persisted with respect to Vietnam veterans. The Veterans of Foreign Wars has expressed its deep disappointment that more veterans are not taking on-the-job training under the GI bill. In that regard, the delegates to our most recent national convention which was held in Dallas, Tex. last August, adopted a number of resolutions expressing the concern and aspirations of the Veterans of Foreign Wars with respect to educational and readjustment benefits for the Vietnam veteran. It would be deeply appreciated, Mr. Chairman, if the text of these resolutions could be made a part of my remarks at the conclusion of my statement.

Mr. **Helstoski.** They will be made a part of the record, without objection, it is so ordered.

(The document referred to follows:)

Resolution Adopted at the 72nd National Convention of the Veterans of Foreign Wars of the United States Held in Dallas, Texas, August 13 Through 20, 1971

RESOLUTION NO. 616

Be it resolved by the 72nd National Convention of the Veterans of Foreign Wars of the United States, That we seek approval of the following recommendations by administrative changes or legislation, as applicable:

* * * * * * *

V. Authorize immediate payment of educational allowance in an amount not to exceed 90 days, 10 days prior to indicated date of enrollment, on the job training is excluded.

* * * * * * *

BB. Eliminate the termination date on VA educational and job training benefits.

CC. Re-establish educational and job training benefits for those veterans of World War II, Korean and Post Korean Service who did not fully utilize their VA entitlement.

Resolution No. 648—Support S. 2168—"The Vietnam Veterans Act of 1971"

Whereas, Maryland Senator Charles McC. Mathias, Jr. has introduced S. 2168 known as "The Vietnam Veterans Act of 1971;" and

Whereas, this bill will liberalize and increase educational and training assistance for returning Vietnam veterans under the GI Bill; and

Whereas, this proposal is in line with national mandates of the Veterans of Foreign Wars to improve the GI Bill for our Vietnam comrades; and

Whereas, the V.F.W. strongly supports the intent and purpose of this bill to liberalize the GI Bill assistance for Vietnam veterans; and

Whereas, one of the reasons some of these veterans have not availed themselves of GI Bill assistance is because of the unrealistically low educational and training rates; and

Whereas, another reason is the failure to fully apprise these returning veterans of the full significance of the opportunities they now have under the GI Bill: Now, therefore, be it

Resolved, by the 72nd National Convention of the Veterans of Foreign Wars of the United States, That we vigorously support S. 2168.

Resolution No. 666—Increase GI Educational Benefits for Vietnam Veterans

Whereas, at the present time the Federal aid to Vietnam veterans seeking a higher education is limited to $175.00 per month for a single veteran from which he must pay all expenses, including tuition, board and room, books, etc.; and

Whereas, married veterans with dependents are suffering a like handicap with inadequate grants under the Vietnam education aid law in their attempt to complete their educational program; and

Whereas, a student under present allowances cannot attend a private school such as was possible under the World War II GI Bill; and

Whereas, the World War II GI Bill paid tuition fees in full, plus books and many other considerations; and

Whereas, part-time jobs that would supplement present allowances to enable the veteran to carry on his educational program are almost nonexistent; Now, therefore, be it

Resolved, by the 72nd National Convention of the Veterans of Foreign Wars of the United States, That we urge Congress to re-establish veterans' educational assistance at the same level as it was for veterans of World War II.

RESOLUTION NO. 678—RESTORE EDUCATIONAL BENEFITS TO WW II AND KOREA VETERANS

Whereas, because of economic conditions, industrial merger and bankruptcies have taken their toll on countless veterans with long and dependable employment records; and

Whereas, many of these veterans have skills suited only to the need of their former employer; and

Whereas, their entitlement to educational and vocational benefits under World War II or Korea service has expired; and

Whereas, these veterans are in dire need of education and training to qualify for new employment at a time when because of age or family responsibility, the need is the greatest; Now, therefore, be it

Resolved, by the 72nd National Convention of the Veterans of Foreign Wars of the United States, That we urge the Congress of the United States to restore educational benefits to World War II and Korea veterans who has not previously used their full entitlement.

RESOLUTION NO. 712—ADEQUATE FUNDS FOR "JOBS FOR VETERANS" PROGRAM

Whereas, it has been the Veterans of Foreign Wars' long established policy to promote maximum employment for all veterans, with preferential service to disabled veterans; and

Whereas, the Servicemen's Readjustment Act of 1944, as amended, provides by law the establishment of facilities for an adequate counseling and placement service for veterans; and

Whereas, the Secretary of Labor's policies, in accordance with the intent and purpose of Congress, state there shall be an effective job counseling and employment placement service for veterans, and it is the responsibility of the Veterans Employment Service to see that the policies of the Secretary of Labor are carried out by the public Employment Services; and

Whereas, due to the softening of the economy, veterans—particularly young veterans recently returned from Vietnam—are finding it increasingly difficult to find suitable employment; and

Whereas, the "Jobs for Veterans" campaign, a national cooperative effort on the part of government, business, labor and other organizations to assist in an intensified national effort to provide veterans with maximum employment and training opportunities has been launched; and

Whereas, additional Veterans Employment Representatives are needed in the local State Employment offices to adequately serve the large number of veterans now in need of job training, counseling, testing, job development and placement: Now, therefore be it

Resolved, by the 72nd National Convention of the Veterans of Foreign Wars of the United States, That we seek through the U.S. Congress adequate funds to successfully carry out the "Jobs for Veterans" program in all local offices of the State Employment Services.

RESOLUTION NO. 719—VETERANS READJUSTMENT APPOINTMENT PROGRAM

Whereas, it has always been an objective of Veterans of Foreign Wars of the U.S. to assist returning servicemen to adjust satisfactorily to civilian life, including the finding of gainful and meaningful employment; and

Whereas, military personnel being separated at this time are often confused in finding work leading to a rewarding career, particularly those veterans with limited education and no pre military employment; and

Whereas, the President has fully understood this problem and has issued Executive Order 11521 in 1970 providing for special Veterans Readjustment Appointments in civilian federal employment for those Vietnam Era Veterans with less than 14 years of education who are interested in furthering their training, and the U.S. Civil Service Commission has in 1971 extended the coverage of these special appointments to include all positions in federal agencies at Grade 5 and below; and

Whereas, over 3,200 such appointments were made nationally during 1970 and currently the rate of these hirees exceeds 400 each month; and

Whereas, the Veterans of Foreign Wars of the U.S. and all other veterans organizations have recognized the value of this Veterans Readjustment Appointment system and have pledged their full support to this program: Now, therefore, be it

Resolved, by the 72nd National Convention of the Veterans of Foreign Wars of the United States, That we do hereby reaffirm our pledge to assist returning Vietnam Era Veterans, and do hereby recommend that such veterans investigate the possibility of securing a Veterans Readjustment Appointment, offering both employment and training; and be it further

Resolved, That our membership, Service Officers, and other Officers at all levels of organization, pledge our assistance to the returning veterans, the U.S. Civil Service Commission, the Veterans Administration, and other appropriate federal agencies in making the best possible "matches" between the skills and needs of the veterans and those civilian employment opportunities that may exist.

Mr. STOVER. In addition, Mr. Chairman, the commander in chief of the Veterans of Foreign Wars, Joseph L. Vicites of Pennsylvania, has put his stamp of approval on the priority legislative goals of our organization for this current year. These goals are a representative list of the legislative objectives of our organization which, it is hoped, will be approved by the Congress. In the field of education and training, the goals which stand at the head of our list for congressional approval by this 92d Congress read as follows:

EXPANDED GI EDUCATION AND TRAINING BILL

1. Increased GI bill assistance to include the cost of books, tuition and fees.
2. More funds for stepping up on-the-job training for the hundreds of thousands of unemployed veterans who do not want to go to college or desire institutional training.
3. Cost-of-living increase in GI bill training rates.
4. Advance educational payment and increase entitlement to 48 months.
5. Restore educational benefits to World War II and Korean veterans who have not heretofore used full entitlement.

MORE MEANINGFUL ASSISTANCE FOR RETURNING VIETNAM VETERANS

1. Expanded contact and outreach program to insure that every Vietnam veteran knows of his veterans rights and benefits.
2. Complete support of a crash program to provide jobs for the hundreds of thousands of unemployed veterans.
3. More job training programs with extra emphasis on veterans with no civilian employment skills or experience.
4. Establish low cost life insurance program for Vietnam veterans similar to NSLI program for World War II and Korean veterans.

Mr. Chairman, in line with these mandates and goals of the Veterans of Foreign Wars, our organization strongly recommends approval of legislation which will provide a cost-of-living increase in the GI bill training rates. Before a veteran can get a job, he must have training for a job. Either he must go to an institution of higher learning or take on-the-job training. In either case, when a veteran takes training under the GI bill, he no longer is classified as unemployed. Most important, upon the completion of his education and training, he will then be qualified for employment and be in a much better position to be hired, thus no longer being a statistic in the list of unemployed.

The best solution to this problem is to make the assistance available under the GI bill so attractive that all veterans, regardless of their family obligation, will not forego this opportunity. Evidence reaching the Veterans of Foreign Wars indicates that many veterans would much rather go to school under the GI bill, but they just cannot afford this because of the low training rates presently authorized.

They come out of the service; are in many instances married with children, and it is necessary that they go to work just to meet the basic necessities of life. The high cost of education, together with the high cost of living, is just too much for veterans who must provide not only for themselves but for their growing families as they begin their start in civilian life.

As indicated, the Veterans of Foreign Wars favors not only the increased GI bill rates, but endorses legislation before you which would provide for the Veterans' Administration to reimburse Vietnam veterans for the cost of books and education fees, and, together with the subsistence allowance, will undoubtedly bring thousands of veterans into the training program.

Mr. Chairman, let's not forget that the money invested in the GI bill is money invested in America. Without the GI bill of World War II, it is extremely doubtful that this country today would be the leader of the free world. The millions who have trained under this act have already increased their earning power and they have paid the Federal Government back many times over in income taxes for the assistance provided them at a crucial time in their life when they needed it most.

Another byproduct of a generous GI bill relates to the pension program. Unquestionably, the increased incomes of World War II veterans can be traced in great part to the GI bill training of World War II and Korean veterans. Because of the increased income of these veterans, it is extremely doubtful that many of them will ever be entitled to a VA pension. This again will result in an eventual saving to our Government as we look down the road to the end of this century when the great bulk of World War II veterans will be in retirement. Because of the GI bill, it is estimated that the great majority of World War II veterans will not be in need of a VA pension because of the increased income which these veterans earned as a result of their GI bill assistance.

It is realized that the finding of jobs for veterans is not the primary responsibility of the Veterans' Administration. However, the Veterans of Foreign Wars is supporting and participating in the President's Jobs for Veterans programs and other programs which the Federal, State, and local governments have established to provide assistance to Vietnam veterans who are looking for employment. Again, the Veterans' Administration has been doing an admirable job reaching the returning Vietnam veteran to apprise him of his rights and benefits. However, we feel that more can be done in this regard.

For instance, the Veterans of Foreign Wars has advocated free telephone service for veterans on a nationwide basis. This is already being done in several States. To be successful, however, it requires someone who answers the phone to be extremely well qualified to handle all inquiries and follow up effectively. This requires additional competent staff.

The Veterans of Foreign Wars lent its fullest support to additional funds for Veterans' Administration regional offices when the Veterans' Administration appropriation was under consideration. One of the principals of our conviction was the Veterans' Administration needs more qualified personnel to effectively reach the returning Vietnam veteran to make sure that he takes advantage of the GI bill and all other assistance to which he might be entitled.

Another priority goal of the Veterans of Foreign Wars is the advance GI bill payments. This would provide the veteran with money to pay his tuition cost at the time he enrolls. We favor proposals before you which will put the VA or GI bill checks in the hands of the veterans at least a couple of weeks before he actually enrolls in school or college.

These, Mr. Chairman, are the principal recommendations of the Veterans of Foreign Wars regarding the many bills before you. It is noted that you do have several bills before you which would restore entitlement to certain World War II and Korean veterans who find themselves unemployed and did not previously exhaust their entitlement. This position of the Veterans of Foreign Wars has developed because of many older veterans who are unemployed because of the cutback in the aerospace, defense, and similar industries, together with economic adjustments, which have caused many veterans to find their skills obsolete and no longer needed in our fast-changing society.

In summary, Mr. Chairman and members of the subcommittee, the administration is lending its support to cost-of-living increases for veterans programs. The Veterans of Foreign Wars is extremely hopeful and strongly recommends that this subcommittee recommend legislation to the full committee which will provide a cost-of-living increase for the more than 1 million veterans taking training under the GI bill. In addition, it is the conviction of the Veterans of Foreign Wars that any and all money provided for GI bill training is not only desperately needed by the returning Vietnam veteran, but in the long run, is an investment in America which will be paid back many times in the years ahead.

Thank you very much for the privilege of coming before the subcommittee.

Mr. HELSTOSKI. Thank you for appearing before us this morning, Mr. Stover.

Are there any questions, Mr. Danielson?

Mr. DANIELSON. No questions.

Mr. HELSTOSKI. Mr. Scott, do you have any questions?

Mr. SCOTT. Mr. Stover, I would add my thanks to you for being here. Your comments were perhaps a little more concise than some of the others. We had only six typewritten pages, so I commend you on that. The committee is trying to hear as much testimony as possible.

Now, I asked the representative, I believe, of the American Legion in order of priorities, both of you favoring the 48 months rather than the present 36, if it is a question of priority, would you give greater priority to an increase in the allowance for the present time that the veteran is entitled to under GI educational benefits?

Mr. STOVER. We would, support an increase in the allowance if there had to be a choice. The greater benefit would be for those presently under the 36-month limitation. At least a cost-of-living increase in the rates must be authorized as a matter of priority.

Mr. SCOTT. Thank you, Mr. Chairman. Those are the only questions I have.

Mr. HELSTOSKI. Thank you very much, Mr. Stover.

We have one more witness to hear this morning, Mr. Leon Sanchez, who is legislative director of the AMVETS.

Mr. Sanchez, the subcommittee is pleased to have you appear.

STATEMENT OF LEON SANCHEZ, LEGISLATIVE DIRECTOR OF THE AMVETS

Mr. SANCHEZ. Mr. Chairman and members of this Subcommittee on Education and Training, I wish to thank you for the invitation to present the position of AMVETS on proposed education and training legislation for veterans. The importance attached to these programs is manifested by the numerous bills which have been introduced for consideration. At the outset, Mr. Chairman, I wish to extend particular greetings to you, Congressman Helstoski, from your AMVET friends in Garfield, N.J., and relate that your presence at their night of installation, which I also attended, was very much appreciated. Your friends in Lyndhurst would also like to extend their support of your efforts on behalf of our new veterans of the Vietnam era.

At our national convention held in Los Angeles last August the delegates approved a resolution submitted by the Department of Maryland to support legislation that would authorize a 40-percent increase in educational payments to veterans pursuing educational courses. We believe that experience has shown that there can be no argument that veterans education benefits help, not only the individual veteran, but the expenditures are returned to the Government in the form of the increased taxes paid due to the increased earning power achieved by the veteran utilizing these programs. Statistics prepared on the World War II GI bill programs have shown this, and we of AMVETS feel that an increase in subsistence allowances are warranted at this time.

Another resolution, submitted by the Department of Michigan, mandates AMVETS to support legislation recommending that the law be changed to entitle a female veteran the same allowance for her spouse as the male veteran receives. At the present time the law states that, in order for a female veteran to be entitled to additional moneys for her spouse, he must be incapable of self-support either physically or mentally. We fail to see the logic in this since the male veteran's spouse need not be physically incapacitated in order for increased subsistence allowance being authorized. This discriminates against the female veteran seeking to utilize her educational benefits and, in some instances, she would not avail herself due to this limitation.

The bills, entitled H.R 6904, H.R. 3349, H.R. 4223, H.R. 6130 authorizing the Administrator to make advance educational assistance payments to certain veterans, have received the support of our national legislative committee and merit the approval of this committee. We have found that, in to many instances, the veteran finds it necessary to terminate his education course due to a delay in the receipt of subsistence allowance. The knowledge of prospective veteran students that no delays will be encountered in receipt of subsistence payments will result in an increased participation in the educational programs of the Veterans' Administration.

Bills have been introduced and are under consideration by this committee to restore entitlement to educational benefits to veterans of World War II and the Korean conflict. We find merit in these proposals, in view of the unemployment problems being faced by these veterans today. If their entitlement was restored, many unemployed World War II and Korean veterans would find a new lease on life, and reeducate themselves and become once again the proud breadwinner, support his family with restored pride in his capability. Although we have no convention mandate on these proposals, our thinking is that this is positive, worthwhile legislation, warranting your thoughtful and positive consideration.

In conclusion, Mr. Chairman and members of this committee, we all realize that a college education is not the best course to attempt in many instances, and that apprentice and on-the-job training should be utilized. This program warrants study and revision so that more veterans will find it possible to participate.

The present apprentice and on-the-job training benefits need immediate adjustment to eliminate the inequality of benefits to the veteran.

We submit that drastic 6-month adjustments to apprentices and on-the-job trainees is not realistic, nor are the increases by the trainees wages comparable to offset the reduction.

Let us compare.

A single veteran attending school for 36 months receives a total of $6,300 in benefits. Compare this to the 4-year apprentice, who only receives $1,944 for a maximum of 24 months training during the 4-year period. Overlooked is that except for the "blue chip" type of apprenticeships (electrical, sheet metal, building trades, and so forth), hourly wages, even at journeyman rates are not always appreciably high. Also, it would seem that veteran benefits have been only related to the higher wage construction industry, whereas many, many, on-the-job training wages begin at the minimum wage of $1.60 per hour, with 6-month increases of 5 cents per hour. In such instances, the trainees receive an approximate salary increase of $9 per month, while his benefits from the VA are reduced by $27. The $27 reduction persists at each 6-month schedule so that in 2 years his wages have increased $27 per month, but he has lost $81 a month in VA benefits.

I should also be remembered that an apprentice must attend school at night or different hours than his work schedule, as part of his apprentice program. This is expensive to the veteran in travel and time, plus other expenses connected therewith. In most instances, the daytime or nighttime student attending school has a part-time job to supplement his VA benefits, so how can one possibly justify the reduction in benefits to the apprentice or on-the-job trainee because of his hourly wage, every bit of which is being earned in direct proportion to his productivity efforts.

Apprentice and on-the-job trainees should receive the same amount of benefits as a full-time student, with no reduction at 6-month intervals. The benefits should be equitable to student veterans and will encourage more apprentice and on-the-job trainees, as well as inviting more employers to participate in the program.

The VA could benefit appreciably by having fewer award actions procedures, and simplification of the wage and hour training agreements could encourage more firms to act.

To be approved, only a training agreement need be entered into. With a single stipulation, benefits there would not conflict with the union wage scales, which often prevents a firm from participating because their union scale does not meet the 85 percent of the journeyman rate for the last 6-months training period.

By changing this benefit for greater equality to the veteran, the entire program could be simplified and provide adequate benefits to the veteran and his dependents, less paperwork for the VA and the State approving authority.

There seems to be no justification for penalizing the apprentice or on-the-job trainee. Approximately only 25 percent of the population attend college, yet there is often greater need for people to pursue other fields to provide the many goods and services that are needed in our modern and complex society.

Our objective should always be "equal benefits to all veterans," and serious consideration should be given this recommended change, which will relieve financial pressures now experienced by the veteran trainee.

It must also be considered that on-the-job training may be the only solution to the problem of the educationally disadvantaged. High school completion is not the only answer, nor does it follow that a high school diploma will insure employment.

On-the-job and apprenticeship training not only provides employment, but almost guarantees a career in that endeavor.

These are the views of AMVETS (American Veterans of World War II, Korea and Vietnam). On behalf of National Commander Joseph F. Ramsey, Jr., of Houston, Tex., I again express the appreciation of our organization for your invitation to testify here today. We recognize the task facing you in evaluating the facts and information submitted for the purpose of establishing fair and equitable education benefits to our returning veterans. We stand ready to assist you in any way possible.

Mr. **Helstoski.** Thank you Mr. Sanchez. We certainly appreciate your testimony this morning.

Are there any questions of Mr. Sanchez? If there are none, the subcommittee extends its thanks, Mr. Sanchez, for appearing before us.

This concludes our testimony this morning. The subcommittee will meet at 10 o'clock tomorrow morning to receive further testimony.

(Whereupon, at 12:05 p.m. the subcommittee adjourned, to reconvene at 10 a.m., Tuesday, December 1, 1971.)

EDUCATION AND TRAINING PROGRAMS FOR VETERANS AND CERTAIN OF THEIR DEPENDANTS

TUESDAY, DECEMBER 1, 1971

House of Representatives,
Subcommittee on Education and Training
of the Committee on Veterans' Affairs,
Washington, D.C.

The subcommittee met at 10 a.m., pursuant to call, in room 334, Cannon House Office Building, Hon. Henry Helstoski (chairman) presiding.

Mr. **Helstoski**. The subcommittee will come to order.

We are here this morning on the Subcommittee on Education and Training to hear testimony from five witnesses, the first of which is Dr. Luis M. Morton and Dr. John P. Mallan, president of Central Texas College of Killeen, Tex., and director of programs for servicemen and veterans, American Association of Junior Colleges, respectively. Mr. Morton, you may begin your testimony.

STATEMENT OF LUIS MORTON, Ph. D, PRESIDENT OF CENTRAL TEXAS COLLEGE, KILLEEN, TEX.; AND JOHN P. MALLAN, Ph. D, DIRECTOR, PROGRAMS FOR SERVICEMEN AND VETERANS, AMERICAN ASSOCIATION OF JUNIOR COLLEGES

Dr. **Morton**. Mr. Chairman and members of the subcommittee, I am Luis Morton, Jr., president of Central Texas College, Killeen, Tex. Central Texas College is located in the center of an active military reservation. It is a rather extensive operation that developed about 4½ years ago, and we built almost $10 million worth of facilities there to service primarily the military. We have in excess of 3,000 different military personnel every year. So that gives you a little understanding of some of the problems that we face.

With your permission, I will enter my statement upon the record and make a brief oral presentation about the concerns of the American Association of Junior Colleges, and I would direct you to the bottom of the front page where it says: "Suggestions for Legislative Action."

1. To provide adequate staff for the Veterans' Administration and Defense Department education programs.

I would like to comment very briefly that I would hope, Mr. Chairman and members of the subcommittee, particularly in the area of counseling the veterans, that we think in terms of comprehensive counseling involving career and technical-vocational education and not just in terms of the traditional college or oriented counseling, because so many of these people actually would benefit from a comprehensive counseling where they might be moved in the direction of careers to service the needs of the Nation in an applied sense rather than just the routine college system that many times grinds them out and there is not much left of them.

So it is possibly a defect with the counseling system itself, not just in the military, but in our colleges and in our schools. It is almost totally college or academically oriented instead of oriented toward the technical-vocational, which we realize is a very needed thing.

2. Increase the GI benefits in one of several ways: Higher benefit levels, subsidized GI loan program, similar to the subsidized national defense student loan programs under the Office of Education; a new examination of the question of direct payment of veterans' tuition and fees to the institution.

3. Establish an advance payment or prepayment system for GI benefits, including PREP.

4. Lower the maximum college hours for PREP in section 1691 from 25 to 15 hours.

It is quite possible that many can assimilate 25 hours each week, and I think a very highly capable and determined person could do it; but also if you are going to expand the PREP program, if there was an option also for a lesser amount, you might be able to motivate many more to enter the project.

5. Permit high school equivalency programs under PREP.

6. Permit more private colleges to participate in PREP and section 1691.

7. Establish a direct institutional payment system for PREP.

8. Make available advance grants or loans for overseas PREP.

At this point, Mr. Chairman, I would conclude the official presentation, and I would be available for any comments or questions you may have.

Mr. Helstoski. Thank you, Mr. Morton.

Mr. Winn, do you have any questions of these gentlemen?

Mr. Winn. Thank you, Mr. Chairman. Mr. Morton, would you elaborate on No. 4, on the lowering of the clock hours again? I think I understood it, but it seems like that percentage of lowering the requirements is quite a drop.

Dr. Morton. What I am suggesting is probably an option. I see nothing basically wrong with 25 solid hours during the week. I am not sure that the learning process can stand that much when they have also to meet their military mission, and the trooper must do other things as well as study.

Mr. Winn. You think it may be too heavy a load for some?

Dr. Morton. For some; yes, sir.

Mr. Winn. So you want to drop the required hours down to 15 hours of required, and those who could carry 20 to 25 hours could do so?

Dr. Morton. I would think so, sir.

Mr. Winn. Thank you.

Mr. Helstoski. One question, Mr. Morton, on 5, the high school equivalency programs under PREP. Can you give me an estimate of the percentage of non-high-school graduates?

Dr. Morton. I beg your pardon?

Mr. Helstoski. Can you submit the percentage of people who are not high school graduates and who could conceivably come under such programs?

Dr. Morton. I couldn't answer that, sir. I don't have the statistics. Possibly Dr. Mallan from the American Association of Junior Colleges can. I could only relate to my own institution in that case.

Dr. Mallan. Mr. Chairman, PREP, of iourse, is a program for men in the armed services, men on active duty. The last figure I have seen from the Defense Department is that between 20 and 25 percent of all enlisted men in the Armed Forces lack a high school diploma or equivalency. This is particularly high in some segments of the Army, the ground force units, and the Marine Corps.

The services are particularly concerned with the decline in the draft, with more reliance on voluntary enlistment, and about the percentage of non-high-school graduates increasing. If the draft falls off as the Vietnam war winds down, there will be a larger and larger percentage of men who are not high school graduates. They would like at least to bring these men up to the high school equivalency level.

As the PREP law is worded now, a man can be enrolled in PREP only to work on a diploma, so he has to meet all of the hour requirements and course requirements for a standard diploma.

We and the Defense Department feel we would do a much better job of helping more men if we permitted men in the service to be enrolled as in the high school equivalency program. This is now permitted for veterans. A veteran, as I am sure you know, under section 1691, may be enrolled in a GED or equivalency program. A serviceman under PREP may not.

Mr. Helstoski. Thank you, Dr. Mallan.

Staff Director. Let me pursue a little more this question that Mr. Winn asked about 25 and 15 hours. In recent legislation, I believe in the same bill that created the PREP program, we changed the method of measuring what you would call accelerated high school programs. These are the typical programs offered by many public schools and many junior colleges in the community ot meet the demands at home to put the student through an accelerated program to get him a high school diploma.

In that instance we change the method of measure. Those programs were measured 25 clock hours, and we changed the measurement method by law to measure high school credit. We now measure those courses on the high school credit basis.

The result is, I think, similar to what you suggest here, that the man ends up with a lesser number of clock hours per week than he does under the 25-hour requirement.

My question to you is: Do you believe this PREP program would submit itself to measurement of that sort, say the Carnegie units?

Dr. Morton. I think that you can measure anything by almost any unit system that you want to use.

I think what I was trying to point out is that we develop something that is reasonably prudent so that a man will be able to meet his military mission and at the same time the trooper would have an opportunity to have time to study. But by the time he spends 25 hours, and then you have the two other aspects of his life he must meet, he is in a pretty tight bind.

Staff Director. I believe the Carnegie system has allowed the program to achieve that because these men, in effect, do not go to school 25 hours a week. They go here, as you suggest, 15 hours a week, and it is considered full-time.

The other question I wanted was on item 6. You use the terminology to "permit more private colleges to participate in PREP." What does the word "permit" mean?

Dr. Mallan. May I speak to that, Mr. Chairman, and if I may also respond afterwards to Mr. Meadows' previous question.

The problem of the private college, Mr. Meadows, there is a section of the law which says that a private institution may participate in such a program as PREP only if it has offered a similar program for at least 2 years previously. There are some very well qualified institutions excluded—for example, there is a small church-related institution in the State of Delaware, one of our colleges. It is regionally accredited. It is nonprofit. It is a reputable institution going back many years which would like to offer PREP at a nearby Air Force base. They cannot do so even at such a reputable institution because they have not offered a course for the 2 previous years.

I think there is an anomaly in the law that was not seen when PREP was written. There are not too many colleges that would be affected. But there are accredited nonprofit institutions which would like to do a good job in the PREP program under section 1691, but are excluded. I can give you the statutory reference to which that refers.

On the Carnegie unit, Mr. Chairman, one problem is that the Carnegie unit applies only to high school level programs. Many of the people enrolled in PREP are taking a preparatory or remedial postsecondary program. Their schedules cannot be measured in Carnegie units and they must be in class, therefore, 25 hours a week.

Staff Director. One final question. Could you give us an idea of the scope of the participation of the junior college group in the military PREP program? In other words, give us a broad sketch of where they are now in the military PREP program.

Dr. Mallan. On page 3 of the testimony you will find a statement there are now between 50 and 60 PREP programs at military bases located in 23 States. Five of these are at military hospitals. There are programs at military hospitals under PREP.

Plans are underway through our association for at least 20 more PREP programs in various parts of the country.

We have listed what are, to the best of our knowledge, the States in which there are now PREP programs located.

We are also working, as you will see in the later part of the testimony, on overseas PREP proposals, to bring PREP to servicemen in Europe and various parts of the Far East. We are working with Army now to accomplish this.

So we have made a dent in bringing PREP to military bases, but these are many bases and many hospitals in many parts of the country where PREP is not being offered.

Staff Director. This is not meant to be a beating-your-wife question, but almost every contact we have had in exploring where PREP programs were developed we always got the answer that one of the problems was that the military commanders, the local military commanders, were not too cooperative in freeing up the men to meet the schedules necessary to put in their 25 hours a week. Can you give us any comment as to how you view this program? Do you agree that the situation is improving?

I will be more specific. I had the pleasure of visiting Mr. Morton's institution, and he had a small PREP program going there. He didn't tell me, but the people running the program told me, that it could be much larger and do a great deal more than they are doing and would like to do more but the classes were small. One class was 25.

Some of the people I talked to indicated that the problem was that the military didn't seem to be pushing the program very much. Is there a comment about that?

Dr. **Morton.** I think you will find that inherent within the system, because even if a commander of a large post let us say that has 40 or 45,000 troopers, and even if the divisional commanders and all the way down to the battalion level, much of the time the decision is still going to be made down at the sergeant's level and he may not have the understanding that he should of the significance of such a program.

Consequently, that is where it starts stalling out, from the battalion level on down.

We have had very excellent cooperation from the commander's level, from the divisional level, from the deputy division level. They pass the word and it is written, and we are servicing over 3,000, which, I think, is over more than any college in this Nation of the military.

But it is very difficult for the commander himself to go down and follow the thing through down to the sergeant's level to see that he frees them up with the goodwill, so to speak.

I think it is inherent within the system that they want them to meet their military mission, as I think, personally, they should. That is their primary objective. Finding time to release them is not always easy from the sergeant's point of view or even from the company commander's point of view. I think you would understand that it would be a very natural problem that would arise.

Now, I can't speak for other posts other than Fort Hood where we have reasonable cooperation there.

Dr. **Mallan.** Mr. Chairman, I could add a few remarks to that. We have had excellent cooperation, our colleges have, at some military installations. There are others, however, where, I am afraid, we have run into the situation Mr. Meadows describes, someone other than the commanding officer or someone down the line has not been too interested. One of the things we are concerned about is that neither the Secretary of Defense nor the Secretaries of variouss services have at any time issued a directive down through the channels in the services which would strongly recommend that wherever it is compatible with the military mission, particularly for men who will be separating from the service in 6 months who do not have high levels of education and job training, that time be made available. If this could be done more clearly than it is now, I think it would be helpful.

There are directives out which, in effect, simply say that PREP is a program which might be considered by bases. There is not a very strong orientation from the top down suggesting that PREP is a highly desirable program for servicemen to participate in, when it is compatible with the mission.

I have suggested, sir, on page 1 of this testimony the suggestion of legislative oversight; that it would be very useful if this committee would request from the Department of Defense what has been done with PREP since the passage of Public Law 91–219 and what men have been enrolled in what bases and what the plans are in the Department of Defense for implementing PREP in the next 12 months. I think it would be useful. There is no overall inventory. I think it would be useful if the Department of Defense could put together for your committee such information.

Mr. **Helstoski.** Thank you.

Would you want to continue with your testimony, sir?

Dr. **Morton.** There is one other minor comment. At the bottom, No. 6 of the legislative oversight. This may seem like a very innocuous method of doing something that is certainly not for national consideration, but where it suggests a simple handbook explaining some of these programs, just a simple thing like that would do a great deal. You are dealing with people you have to explain things to in rather simple terms.

Mr. **Helstoski.** Thank you very much, Dr. Morton and Dr. Mallan, We certainly appreciate your appearance here this morning to offer the testimony. The testimony will be made a part of the record and the document.

(The document referred to follows:)

FURTHER STATEMENT OF PRESIDENT LUIS M. MORTON, JR.

Mr. Chairman and Members of the Committee, I am Luis M. Morton, Jr., President of Central Texas College, Killeen, Texas. With your permission I will enter my statement upon the record and make a brief oral presentation about the concerns of the Association and about some of the programs for veterans and servicemen which my own college is carrying out.

Before I do so, however, I would like to *summarize* the recommendations which appear later in this testimony.

A SUMMARY OF RECOMMENDATIONS

Suggestions for legislative oversight

1. The Committee on Veterans Affairs should request the VA and DOD to make publicly available information about the number of men enrolled in PREP each month since March, 1970, when P.L. 91–219 became law, the bases where the men enrolled, and the names of the educational institutions which offered PREP. There is apparently no overall national inventory of PREP programs.
2. Similar information should be made available on tutorial and Section 1691 programs.
3. The Committee should ask the Defense Department to prepare a history of steps taken to implement PREP since March, 1970, and plans for PREP for the coming year, both in the United States and overseas.
4. The Department of Labor and U.S. Office of Education should be asked to describe their current programs and plans for counselling and skill training for veterans and separating servicemen.
5. All of this information should be made publicly available.
6. The VA and DOD should be asked by the Committee to publish and distribute widely a simple handbook explaining programs such as PREP, tutorial, and Section 1691.

Suggestions for Legislative Action:

1. Provide adequate staff for the VA and Defense Department education programs.
2. Increase G.I. benefits in one or several ways:
higher benefit levels;

a subsidized G.I. loan program, similar to the subsidized NDSL loan programs under the Office of Education;

a new examination of the question of direct payment of veterans tuition and fees to the institution;

3. Establish an advance payment or prepayment system for G.I. benefits, including PREP.
4. Lower the maximum clock hours requirement for PREP and Section 1691, from 25 to 15 hours.
5. Permit high school equivalency programs under PREP.
6. Permit more private colleges to participate in PREP and Section 1691.
7. Establish a direct institutional payment sytsem for PREP.
8. Make available advance grants or loans for overseas PREP.

Briefly, the American Association of Junior Colleges (AAJC) and the Nation's junior colleges have a very strong interest in the problems of veterans and servicemen. I am informed that over 300,000 veterans now attend junior and community colleges. We expect this number to grow over the next several years. A great many junior colleges also conduct educational and training programs for men still in service, and many more would like to do so.

Junior colleges today constitute one of the fastest-growing parts of American education, as I am sure you know. There are over 1100 two-year colleges, enrolling over 2,700,000 students. This number is growing very rapidly, and in many states a good majority of all college freshmen and sophomores are enrolled in two-year colleges. The Chairman's own state of Texas—my state—has one of the Nation's most vigorous systems of junior colleges.

Junior and community colleges offer not only the first two years of traditional college work at a low cost to the student and taxpayer. They also provide a wide range of vocational and technical programs, to provide skilled manpower for almost every occupation and profession. Most colleges offer evening and part-time programs, serving many adults who want to upgrade themselves in their work. They are conveniently located, within commuting distance of much of the Nation's population. More colleges open each year, often with large enrollments in their first year. We believe they are truly "opportunity colleges."

The AAJC–Carnegie Program for Veterans and Servicemen

About the time that Congress passed Public Law 91–219, the G.I. Bill amendments of 1970, the American Association of Junior Colleges was engaged in developing a new, nationwide program to help more colleges develop programs for the serviceman and veteran. This program, assisted by a grant from the Carnegie foundation, has enabled the Nation's two-year colleges to carry out a unique program for veterans over the past 18 months, a program unlike that of any other national organization.

The AAJC and its member colleges have worked actively and aggressively to take advantage of the remarkably innovative new programs for veterans which were developed by the House and Senate Veterans Affairs Committees under the leadership of Chairman Olin Teague, Senator Alan Cranston, and many others. These programs include the "PREP" program for servicemen authorized by Sections 1695–1696 of P.L. 91–219, the "tutorial" program, authorized by Sections 1692, the "Section 1691" program for remedial veterans education and the new emphasis on veterans outreach spelled out in Sections 240–244 of the law.

The AAJC has also worked on other, related programs, described below. Let me mention some of these programs in detail:

1. *PREP.*—Between 50 and 60 PREP programs at military bases, located in 23 states, have been established. Most of these programs, which involve the Army, Navy, Air Force, and Marines, have been established at junior colleges, with the assistance of the AAJC program. Plans are under way for at least 20 more PREP programs, including several which will be carried out on U.S. Navy ships at sea.

(The states in which PREP and closely related projects are located at present, according to the best available information, include Arizona, California, Colorado, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Kentucky, Maryland, Massachusetts, Michigan, Missouri, Nevada, New Jersey, New Mexico, North Carolina, South Carolina, Texas, Washington, Pennsylvania, and Rhode Island.)

2. *Hospital Programs.*—AAJC has had a strong interest in establishing educational and counselling programs for wounded and disabled servicemen and GIs at both military hospitals and veterans hospitals. *At least five military hospitals now have cooperative educational programs with junior colleges,* supported by

PREP or in one case by Vocational Rehabilitation funds. Many other colleges have expressed an interest in working with military and VA hospitals.

In addition to formal educational programs, there are possibilities for occasional counselling by college staff and students. For example, staff members at Northern Virginia Community College and other colleges have made several counselling visits to wounded men at Walter Reed Hospital. We hope other colleges will develop similar programs.

3. *Overseas PREP.*—Plans are actively under way to establish junior college programs overseas, to bring PREP to servicemen in Europe and parts of Asia. Several junior colleges in different states have submitted proposals to the Department of the Army, to establish overseas PREP as soon as possible.

4. *Skill Training and Project Transition.*—The AAJC is very actively interested in working with the federal government in the new program outlined by President Nixon some months ago, to greatly expand skill training and vocational education programs for servicemen in their final months of duty, both overseas and in the United States. In this way, some of the most disadvantaged servicemen, those who lack educational credentials and marketable job skills, would have the chance to upgrade themselves and find employment or continue their education and training after separation.

AAJC staff have had several meetings with officials of the Department of Labor and Department of Defense to explore this possibility. Many junior colleges already offer comparable skill training programs, and are in an excellent position to expand their programs to help servicemen. A number already work with Project Transition, the existing Defense Department skill training program, in such fields as law enforcement and pollution technology; many more colleges would like to do so.

5. *Overseas Counselling.*—Some months ago a special AAJC team visited Vietnam at the invitation of the commanding general, Creighton Abrams, to survey existing educational and counselling programs for servicemen and to suggest new programs. A program very much like that which AAJC suggested to the Defense Department has now been established by the U.S. Office of Education, which is sending special educational counsellors to Vietnam, other parts of Asia, and Europe. AAJC staff are working closely with this very worthwhile project.

6. *"External Degrees" and Vocational Education in the Services.*—At the request of the Department of Defense, AAJC staff are developing a plan for a nationwide and possibly worldwide program for the education of men in the services, in vocational fields as well as academic fields. The plan calls for a system under which a serviceman could take off-duty courses in postsecondary vocational as well as academic subjects, as he moved from one military base to another, working with a nearby two-year college. One or more junior colleges would also establish programs overseas, so that servicemen could continue to accumulate credits wherever they were stationed.

In this way, in a three- or four-year tour of duty a man could accumulate enough credits for an Associate's Degree or a certificate in some vocational field. He might continue on to get a Bachelor's Degree at cooperating four-year colleges. An AAJC survey of some 200 junior colleges located near military bases in the United States indicates that a great many are interested in this possibility.

7. *Veterans Outreach.*—AAJC has recently begun a new and exciting nationwide outreach program, in cooperation with The American Legion. Under this program, local Legion posts will make available to cooperating junior colleges lists of servicemen separating each month in that area. The college, using its own funds or funds available from such programs as College Work Study or the Emergency Employment Act, will contact returning veterans personally and counsel them about continuing their education. Where possible, student veterans will be used as outreach workers, to contact other veterans.

Over 200 colleges in all parts of the country have already applied to the Legion to participate in this program, and more colleges are applying daily. AAJC hopes that in the next year, with the assistance of veterans' organizations, the Veterans Administration, and the colleges, a great many more veterans can be contacted about taking advantage of the G.I. Bill.

8. *Tutorial and "Section 1691."*—Colleges in all parts of the country are participating in the tutorial program, which is intended to help veterans enrolled in school and in academic difficulties, and the "Section 1691" program, which provides for remedial and development courses for veterans at no charge to their G.I. Bill entitlement. These programs have apparently not been as well

publicized as we wish by the Veterans Administration, and are not reaching all the veterans who should be taking advantage of them.

9. *Student Veterans Clubs.*—AAJC has also given some assistance to student veterans clubs, which are growing up in many parts of the country. Most veterans of this Vietnam era are mature and capable young men, who have proved their abilities in the service. They are in an excellent position to speak for themselves about their own needs. Veterans clubs are growing on many campuses, and AAJC has given them help and technical advice when requested to do so.

Suggestions for legislative action

Junior colleges in many parts of the country have had extensive experience with PREP and over new programs in the 20 months since P.L. 91-219 became law in March, 1970. They have reported to us on what they consider to be the strengths and weaknesses of these new programs, as well as the weaknesses of existing programs like the G.I. Bill.

On the basis of their reports, AAJC believes that there are a number of steps which the Congress of the United States should take in order to strengthen all educational, training, and counselling programs for servicemen and veterans. Some steps involve legislative oversight, to give the Congress and the American people a clearer picture of what the federal agencies have done to implement P.L. 91-219, in the past 20 months. Other steps involve federal legislation.

Suggestions for Legislative Oversight

1. The House Committee on Veterans Affairs should request that the Veterans Administration and the Defense Department make publicly available information about the number of servicemen enrolled in PREP *each month* after March, 1970, the military bases where these men were enrolled, and the names of the educational institutions which provided PREP programs. As far as we know, no overall national inventory on PREP has been made by any federal agency.

2. The Committee should request similar from the Veterans Administration on the tutorial program and Section 1691—as a minimum, information about the number of veterans *currently* enrolled in each of these programs, by state and by educational institution.

3. The Committee should request the Veterans Administration and Defense Department to prepare an analysis of PREP, explaining the steps which were taken to implement this program by these agencies and by individual military bases and VA regional offices between March, 1970 and the present. The agencies should also be requested to present plans for the implementation of PREP in the United States and overseas, during the coming year. Each agency should be asked to comment on the strengths and weaknesses of PREP as seen by the agency.

4. The Department of Labor and the U.S. Office of Education should be asked to describe steps which they have taken to establish educational and job counselling programs, and skill training programs for veterans and separating servicemen during the past year, and the steps which they propose to take in the coming year.

5. All of this information should be made publicly available by the Committee so that interested educational institutions and organizations will have an opportunity to work more effectively with these programs.

6. The Veterans Administration and Defense Department should be requested to publish and distribute to all VA offices, military bases, and educational institutions a simple handbook describing programs such as PREP, tutorial, and Section 1691, and telling interested groups how to participate in such programs. No such handbook now exists; our colleges report that many local VA officials and base personnel are relatively unfamiliar with these programs. As a result, many colleges and most veterans are not aware of them.

Suggestions for Legislative Action

1. *Give the Veterans Administration and Defense Department More Adequate Staff for Educational Programs.*—Both federal agencies, as well as the Labor Department and HEW, have legitimately pointed out that they are being required to work with constantly growing numbers of veterans and servicemen without proportionate increases in staff. The Veterans Administration at both the national and regional levels is very much in need of additional staff to work in the field of education as well as outreach and other programs. There is no doubt

that we are failing the nation's veterans if we do not provide the staff necessary for the proper administration of these greatly expanded programs.

In the Defense Department, a tiny handful of people in DOD and in each service are responsible for major worldwide programs for education and training, affecting several million servicemen. It is little wonder that these men have not been able to give adequate attention to PREP, when they have so many other responsibilities. Similarly, military bases at home and abroad are very understaffed in terms of educational personnel. They simply cannot give the time for education or counselling necessary for the thousands of men whom they serve.

It is our hope that members of this committee will discuss this matter with the Appropriations Committee at the proper time.

2. *Increase G.I. Benefits.*—There is no question that today's veteran cannot provide for his own subsistence as well as the costs of tuition, fees and books at most colleges. This is true even for single men. The situation is more difficult for the large percentage of veterans who are married, and many of whom have children. The Vietnam era veteran is simply not as fairly treated as the World War II veteran, who usually received the full cost of tuition, fees, and books, plus a living allowance.

What is more, the present system discriminates against veterans depending on where they happen to live and which institutions they attend. A veteran fortunate enough to live where he can attend a free or almost free community college may possibly be able to make ends meet. Another veteran, in a state or city where even the public colleges charge a tuition of $400 or more a year, cannot. Veterans who attend residential colleges, even relatively low-cost public colleges, are further discriminated against. So are almost all veterans who attend private colleges.

The World War II G.I. Bill experience proved the benefits, to the nation and the individual, of allowing every veteran to attend the college of his choice, provided that he qualified for it. A whole generation of today's leaders came out of small and large colleges, public and private institutions, two-year and four-year colleges. Today's G.I. Bill, on the other hand, discriminates against many veterans, many states, and many colleges.

There are three general ways to aid the veterans in terms o G.I. benefits:

A substantial increase in benefits.—Many Members of Congress have supported a substantial increase in G.I. benefits from the present $175 per month for single men and the comparable figures for those with dependents. This appears to be a minimum action necessary to help the veteran help himself.

A subsidized G.I. loan system.—The American Legion, at their 53rd National Convention in Houston, Texas, held August 31—September 2, 1971, urged that a system of guaranteed veterans loans be established, similar to the Guaranteed Student Loan Program under the U.S. Office of Education. We would go a step beyond this excellent suggestion, and propose a subsidized loan system like the National Defense Student Loan Program which has served so many students so well. If other students are entitled to subsidized loans at 3 percent, it seems more than reasonable to establish a separate loan program for student veterans—who are no better able than other students to bear the costs of more expensive loans. This veterans loan program could probably be administered by the NDSL program, in order to reduce administrative costs.

Loans should be made available to students as soon as they are accepted for college, in order to help them meet expenses during the critical months when their funds are limited and they may not have received their benefit checks. However, we believe that wherever possible veterans are entitled to outright benefits, not merely loans.

Direct payment of tuition and fees to the Institution.—Veterans organizations like The American Legion, many members of Congress and probably all educators would prefer a G.I. Bill system which provided a direct payment or tuition, fees, and books to the institution, plus a direct subsistence allowance to the veteran. Almost all veterans would prefer such a system, provided that it gave them at least as much or more subsistence support as they receive now, plus payment of part or all of their tuition and fees.

The American Legion, at their last national convention, proposed a system under which the VA would pay directly to the institution the customary cost of tuition, books, fees and supplies, provided that in no event the sum paid exceeded 75 percent of the total cost or $1,000 for an ordinary school year, whichever is the lesser.

Similarly, S. 2163 would provide for payments to the institution of up to $1,000 per year, based on the customary cost of tuition and other such charges. Other similar bills have been filed in both Houses.

It is our understanding that the Chairman of this committee and other Members of Congress have opposed such a system, because of abuses at the time of the World War II G.I. Bill. It is our suggestion, however, because of the mounting costs of education and the financial pressures on both student veterans and colleges that the question should be reopened.

We believe that some of the abuses of the post-World War II era were brought about because of so-called "fly-by-night" schools which took advantage of the much looser laws relating to accreditation at that time. A tightening of accrediting laws and procedures since the nineteen-forties would take care of much of the problem. Officials of the National Commission on Accrediting and other accrediting agencies would be happy to work with this committee on this problem, we are sure.

We also believe that the Congress, with the assistance of specialists in auditing and administrative procedures, could develop safeguards against the abuse of G.I. Bill funds paid directly to institutions. ***Billions of dollars in federal aid goes directly to institutions now, in the form of research grants, fellowships and other assistance programs sponsored by HEW, the Defense Department, NASA, and many other federal agencies.*** Fiscal, personnel, and administrative accounting procedures have been developed to account for these funds; ***there have been very few cases of abuse.*** We see no reason why similar safeguards could not be developed for the G.I. Bill.

It might even be possible, if this were desirable, to set up a procedure under which the student veteran "signs off" on the check before the institution cashes it. In this way, there would be further assurance that the veteran knows where his benefit check is going and for what purpose. There are doubtless other administrative devices to protect the interest of the veteran as well as the public.

In any case, we urge that this admittedly complex problem be subjected to careful review by the Congress. We believe that many veterans would be benefitted not only by a more generous system but by one which recognizes the differential costs of education—which does not penalize the veteran who selects a college away from home or one which is somewhat more expensive, by having to pay the increased cost out of his very limited subsistence allowance.

3. ***Establishing an advance payment or prepayment system for G.I. benefits including PREP.*** Both the administration and many Members of Congress have supported plans under which the veteran would receive his first G.I. check and subsequent checks sooner. Reports from veterans and colleges in all parts of the country tell us that this is still one of the greatest problems many veterans face. Checks may arrive from one to three months late, leaving the veteran in a desperate financial situation at the same time that he needs to concentrate most actively on his studies. Veterans from disadvantaged backgrounds, unable to draw upon other resources, are especially hard hit by these delays.

We urge that Congress adopt an appropriate form of prepayment as soon as possible. This system should be applied to PREP as well as to the regular G.I. benefits, since many PREP projects have run into serious problems because of delays in receiving checks.

4. ***Lowering the clock hours requirements for PREP and Section 1691.***—Under present law, a student enrolled in PREP or in the remedial "Section 1691" program for veterans must be in class 25 clock hours a week in order to receive reimbursement as a full-time student. Hours in equivalent remedial programs for non-veterans would usually be from 9 to 15 a week.

The PREP program, which is a remedial or preparatory program for servicemen on active duty, has been very hard hit by this regulation. Colleges and military base personnel tell us that as a result of this one regulation many fewer servicemen are being enrolled in PREP than would otherwise be the case.

The first objection to the 25-hour rule is educational. It is contrary to all modern educational practice for adult men, learning to study and work on their own, to be confined in class 25 hours a week. Rather, such men need to combine necessary classroom work with independent study, in many cases assisted individually by faculty or tutors, and with programmed learning. Many of these men did not do well in school previously because of the confining situation of endless class hours; as active adult soldiers they do not respond any more favorably.

The second objection to the 25-hour rule is administrative. The services are not in a position, especially as military manpower is cut back, to release very many men from duty 25 hours a week, or even a substantial part of 25 hours. Some soldiers are managing a 25 hour program on their own time, 4 or 5 hours each evening, but this is a killing pace with active duty, and still does not include time for study.

The third objection is that colleges are not geared to working with students on a 25-hour basis, either in terms of staffing patterns or budgetary arrangements.

We therefore urge that the 25-hour rule be reduced in the case of PREP (and also section 1691, which has had similiar problems) to a maximum of 15 hours for full-time reimbursement.

5. *Permitting high school equivalency programs under PREP.*—At present the PREP law has been interpreted to mean that all PREP programs must lead either to a high school *diploma* or to courses preparatory to postsecondary education or training. This has been taken by the VA to mean that a program leading to a high school equivalency, or General Educational Development (GED) certificate cannot be supported by PREP funds.

This requirement for *serviceme* differs from that for *veterans*, who under Section 1691 of the same law are entitled to draw veteran's benefits while enrolled in a program leading to "a secondary school diploma (or equivalency certificate)."

The diploma requirement has greatly restricted the use of PREP in the education of high school dropouts in the service, both in the United States and overseas. Educational practice in all 50 states, as well as Department of Defense programs, have strongly emphasized the use of the GED or equivalency certificate for many years. Literally tens of thousands of high school dropouts, both military and civilian, complete the GED each year. The GED is recognized by the state departments of education in every state, by every major educational organization, and for admission to most colleges. It is also recognized by most employers.

Further, it is much less expensive, in terms of time and money, to prepare a student for the GED than to help him make up what may be one to four years of high school diploma work. For adults on active duty, the GED is obviously a better way toward self-improvement than the repetition of countless hours of routine high school work.

This anomaly in the PREP law has meant that many fewer servicemen have been enrolled in PREP than would otherwise be the case. It has led to substantial delays in establishing programs for servicemen overseas, since few colleges are legally able to offer a diploma overseas, while many could offer the GED program.

We urge that this part of the PREP law be amended.

6. *Permitting more private colleges to participate in PREP and Section 1691.*—Under present law, a private, non-profit regionally accredited college may not participate in PREP (or in Section 1691 for Veterans) unless it has offered similar courses for more than two years. This part of the law has kept some well qualified and interested colleges from participating in PREP and Section 1691. We urge that it be amended.

7. *Direct institutional payments for PREP.*—Whatever the pros and cons of direct tuition payments to the institution for veterans, we believe there is a clear case for direct payment to the college for *servicemen* enrolled in *PREP*. The situation is quite different, because the serviceman on active duty already receives subsistence. The PREP payment is intended to be used only for his tuition, fees, books and supplies and is paid over to the college as soon as he receives it.

PREP checks now arrive two or three months after the program begins, so that the college is forced to invest what may be thousands of dollars in local taxpayers' money in salaries, supplies, etc., while waiting for checks. Sometimes there are further delays, red tape problems of various kins. In some instances, servicemen have actually left the service or have been transferred to another base or overseas before the PREP checks ever arrived. Since the serviceman must personally sign over his check—usually for several hundred dollars, made out to him alone—some colleges have suffered financial losses and others have hesitated of refused to undertake PREP.

A system of advance payment for PREP and other veterans' programs, as proposed above, would help. But we also believe that a very good case can be made for direct payment of PREP checks to the college, which is being paid for carrying out a specific educational service for the individual G.I. This is the practice followed in the case of manpower training, Vocational Rehabilitation, and many other federal programs, which are based on a contract in advance and payment to the college. We believe that it makes sense here and will encourage more colleges to participate. We believe that adequate safeguards can be set up as for Vocational Rehabilitation and other federal programs.

8. *Making available advance grants or loans for overseas PREP.*—A final problem which has plagued PREP in its first 20 months is that of advance payment for overseas education and training. The Army is very anxious to establish PREP programs for men overseas. But under the present PREP law, a college which establishes an overseas program must invest up to several thousand dollars in local taxpayers' funds to establish programs overseas, with all financial payment to come retroactively, well after the program is set up.

This means hiring staff, paying their travel expenses overseas, covering their living costs while they develop the program, purchasing whatever books and supplies are necessary, enrolling students, *and* offering classes for a couple of months—before there is any reimbursement at all from the PREP checks!

It's hazardous financially and politically for a college supported by local taxpayers and responsible to a locally elected board to undertake such an enterprise, to serve GIs who are usually not even residents of that community or state. This is one major reason why relatively few colleges were in a position to submit overseas proposals in response to the recent request of the Department of the Army.

We have urged Army and Defense officials to make some funds available out of present DOD budgets, including travel funds, to cover the initial costs of these programs, until they are financially established. We pointed out that other colleges which go overseas to offer educational programs, such as the University of Maryland, are provided with travel costs and often with inexpensive housing arrangements. We suggested that even loans from the military would help resolve this problem. However, we were informed that such funds are not available.

We urge the committee to review this problem, and to take steps to assure that servicemen overseas have access to educational opportunities such as PREP. Advance Payment of PREP checks would help, as would payment directly to the institution. Some other system of advance grants or loans, for overseas PREP, may be necessary to make this system work as it is intended.

It is also probable that high officials of the Defense Department could authorize advance grants under present programs, if they were persuaded of the importance of this problem.

In conclusion, we very much appreciate the interest of this committee. We are greatly indebted to the Chairman and other Members for their interest in veterans and servicemen over the years, and for their support of legislation which has made it posible for the nation's colleges to help more men get a better education. We look forward to working closely with you in the future.

Mr. Helstoski. We have as our next witness Marvin Busbee, legislative director of the National Association of State Approving Agencies and also the director of the Division of Veterans Education, South Carolina Department of Education.

STATEMENT OF MARVIN P. BUSBEE, LEGISLATIVE DIRECTOR NATIONAL ASSOCIATION OF STATE APPROVING AGENCIES

Mr. Busbee. Mr. Chairman, my name is Marvin P. Busbee, legislative director of the National Association of State Approving Agencies. I am also chief supervisor of the State Approving Agency, South Carolina State Department of Education, and have been in this section for the past 25 years. This statement is for the National Association of State Approving Agencies. This association, you may recall, is composed of employees of agencies established by executive order of the Governor of the State or by State law. Most of these agencies are within departments of education; however, they also include Governor's Veterans' Councils, Departments of Veterans' Affairs, and other State agencies.

I consider it a distinct privilege to present this statement before this congressional subcommittee and to record the wholehearted support of the National Association of State Approving Agencies.

Since 1946, the members of our association have performed the functions of approving agencies as authorized by the original GI bill and subsequent legislation that providede educational assistance benefits for Korean veterans and sons and daughters of deceased or disabled veterans and the newly enacted legislation for our "cold war" veterans. It has been our responsibility to approve courses and supervise the educatoinal institutions and business establishments that have offered education and training to eligible persons and veterans.

It has also been our responsibility in furnishing at the request of the Administrator, any other services in conjunction with the provisions of chapters 34 and 35, title 38, U.S. Code. The most recent service requested by the Administrator was for promotional visits, preapproval visits, and completion of preapproval for on-the-job training. This request was originated by the chairman, House Committee on Veterans' Affairs, to the President and was incorporated in his program to assist unemployed veterans; $3.5 million was approved for increased services by State approving agencies and VA and of which the State approving agencies was allocated $1 million of this amount with the Veterans' Administration retaining the remanider of $2.5 million.

The statement presented today is on the following legislation:

ADVANCE PAYMENTS OF TUITION

Enrollments have increased by approximately 50 percent. This has caused considerable delay to those veterans and eligible persons who have been enrolled and may have received an allowance check. To the large numbers that have yet to be enrolled this is causing undue hardships. The regional office in my State—South Carolina—had hopefully set a target date to complete enrollments by Thanksgiving. In visiting institutions in our State, we hear one major complaint—no allowance check.

It appears that advance payments of tuition is the only solution to alleviate not only the hardships endured by those endeavoring to further their education, but equally—if not more important—to alleviate this condition that deprives a veteran from receiving an education in that he cannot afford the luxury of 3 or more months without income.

INCREASED ALLOWANCES

We, members of the National Association of State Approving Agencies, are very cognizant that the education program for veterans states, among its provisions, the purpose of aiding such persons in attaining the vocational and educational status which they might have normally have aspired to and obtained had they not served their country.

Since the passage of the original "GI Bill of Rights," Public Law 346, all phases of our economy in terms of wages and prices has had an upward swing exclusive of a short period in the early 1950's.

According to information published in "A Fact Book on Higher Education," compiled from American Universities and Colleges American Council on Education, tuition rates in various institutions has steadily increased since 1947. These trends show an increase of 322 percent in 12 public institutions and 463 percent in 26 private colleges and universities.

Using these two categories, tuition has increased 23 and 29 percent respectively since 1967–68 with room and board increasing 20 and 17 percent.

As a part of this statement, I have included as exhibit A a chart showing tuition costs and room and board costs for the years 1947–48, 1967–68, and 1970–71 taken from the same source on large public universities, other public institutions, private college and universities, private men's college, private women's college, and both public and private medical schools.

Also, as a part of this statement included as exhibit B, in a projection of estimated average charges—1969–70 dollars—per full-time undergraduate resident degree credit student. This chart projects increases ranging from 10 percent to 35 percent to the year 1974–75.

In addition to the rising cost of tuition, we have experienced an increase in the consumer price index. In a study by Mohamman A. Akhtan, assistant professor of economics, Guilford University College, Greensboro, N.C., retail prices of food, 1949–1970, based on grocery store prices on food for family consumption—not away from home—which accounts to approximately 20 percent of total food in the current U.S. consumer price index—retail food prices in South Carolina advanced more than 50 percent from 1949 to 1970 with most of the increase occurring after 1964. These food prices in South Carolina, like those elsewhere in the Nation, have been increasing at an accelerated rate since 1965 or in a 6-year period from 1964 and 1970 rose 33.48 percent. In 1970, the retail store food value of a dollar in South Carolina was 3.6 cents less than the national average.

The U.S. Department of Labor, Bureau of Labor Statistics using the year of 1967 as $1 shows a decline in purchasing power of the dollar of 13.9 cents in food at home. Total consumer prices show a decline 16.9 cents.

H.R. 7668

Again our association in its contact with school officials has learned that many wives and widows have not been in a position to take advantage of their benefits and prepare themselves for an educational or vocational objective, inasmuch as they do not have the basic or secondary education to enable them to enter a post-secondary course of education.

Approximately 16 percent of veterans being discharged in South Carolina do not have a high school diploma or have not been able to pass the tests to secure a general education certificate. Based on this percentage, it is realistic that their wives or widows would be at least on this educational level and most likely this percentage would be higher for them.

Allowing them to receive educational benefits in order to maintain themselves and their family while reaching an educational level, would allow them to enter a post-secondary course.

In the early part of this century, discussion as to whether or not a girl should be given the advantages of an education was frequently justified with this "educate a girl, and you educate a family." Another big factor for consideration in the dropout problem today is the uneducated parents and this consideration for our wives and widows could do much to eliminate this factor in a few generations. We could very well say, "educate the parents, and you educate generations." Nothing but good could come with this legislation.

H.R. 9894

Our association unanimously adopted a resolution which is attached as exhibit C. It is our position that adult education evening classes should not be limited to a maximum of one-half time.

H.R. 5188

Again, our association adopted a resolution which is attached as exhibit D. It is our opinion that eligible persons should not be denied their benefits as prescribed to by law unless they pursue institutional training. Many people either by inclination, ability, or choice do not desire to attend an institution to further their education.

These persons have a desire to learn by doing by working on-the-job or apprenticing in order to learn a skill or craft or to prepare themselves for their life's vocation. We, in the association, cannot refute that time old statement of "no better way to learn than by doing" and in the final analysis that is the culmination of all training.

SECTION II

The National Association of State Approving Agencies, having observed the operation of the educational programs under all previous legislation, is convinced beyond doubt that these programs are a result of the greatest educational legislation that has ever been enacted by the U.S. Congress.

During this important era which is an educational era and as this committee considers the advisability of legislation, I hope the need for a well-balanced American will not be overlooked.

The security of our cherished freedoms, our economic growth and productivity, our social well-being, and our moral standard depends not only upon the select few, but upon every citizen in between. Provisions for education is important and necessary. The average Mr. and Mrs. America has made and will continue to make up the solid foundation. Therefore, it is paramount that provisions for education and training include opportunities for the acquiring of skills and abilities to fit the needs of all the people. Prior hearings have established beyond any doubt that the educational advantages provided for veterans have been successful. They have succeeded even beyond the expectations of the wise and foresighted legislators who could see them.

Mr. Chairman, in representing the National Association of State Approving Agencies, I would concur with the proposed legislation covered in this statement.

Mr. Chairman, I would like to thank you for the opportunity in submitting this statement on behalf of our association.

Mr. Helstoski. Thank you very much, Mr. Busbee. Exhibits A, B, C, and D will be made a part of the record. Without objection, it is so ordered.

(The documents referred to follow:)

EXHIBIT A

	Tuition and resident	Room and board
20 large public universities:		
1947–48	$130	$495
1967–68	363	886
1970–71	458	948
12 public institutions:		
1947–48	157	382
1967–68	406	754
1970–71	502	907
28 private colleges and universities:		
1947–48	442	588
1967–68	1,675	1,029
1970–71	2,080	1,168
20 private men's colleges:		
1947–48	475	517
1967–68	1,709	923
1970–71	2,197	1,088
20 private women's colleges:		
1947–48	438	639
1967–68	1,520	1,127
1970–71	1,876	1,226
9 public medical schools:		
1947–48	380	
1967–68	747	
1970–71	802	
9 private medical schools:		
1947–48	608	
1967–68	1,838	
1970–71	2,246	

EXHIBIT B

ESTIMATED AVERAGE CHARGES (1969–70 DOLLARS) PER FULL-TIME UNDERGRADUATE RESIDENT DEGREE-CREDIT STUDENTS IN INSTITUTIONS OF HIGHER EDUCATION

Year and control	Total tuition, board, and room				Tuition and required fees			
	All	University	Other 4-year	2-year	All	University	Other 4-year	2-year
1967–68:								
Public	$1,181	$1,331	$1,106	$874	$315	$406	$297	$159
Nonpublic	2,449	2,825	2,337	1,956	1,440	1,702	1,374	991
Projected:								
1970–71:								
Public	1,214	1,366	1,170	978	327	426	321	199
Nonpublic	2,584	2,979	2,503	2,142	1,569	1,855	1,527	1,116
1971–72:								
Public	1,232	1,389	1,194	999	335	439	333	204
Nonpublic	2,648	3,054	2,571	2,220	1,621	1,915	1,583	1,169
1972–73:								
Public	1,249	1,413	1,216	1,019	342	452	344	211
Nonpublic	2,712	3,128	2,640	2,297	1,673	1,975	1,640	1,221
1973–74:								
Public	1,265	1,437	1,240	1,040	349	466	356	219
Nonpublic	2,776	3,204	2,708	2,375	1,725	2,036	1,696	1,273
1974–75:								
Public	1,282	1,460	1,263	1,061	356	479	367	227
Nonpublic	2,840	3,278	2,776	2,452	1,777	2,096	1,752	1,325

Source: U.S. Office of Education, projectives of educational statistics.

Exhibit "C"

RESOLUTION

Whereas: Section 1691(b), Chapter 34, Tile 38, United States Code, limits enrollment in Adult Evening Secondary School Courses to a maximum of one-half time training as defined in Section 1684, of this title; and

Whereas: Many secondary schools in the United States offer standard high school courses, leading to a high school diploma, (at night), and

Whereas: Many state laws prohibit the enrollment of any person after age 19 in the standard high school diploma day program, and

Whereas: The provision of the law does not limit evening enrollment of veterans in other types of school courses to a maximum of one-half time training. Now therefore,

Be it resolved: By the National Association of State Approving Agencies in conference assembled in Minneapolis, Minnesota, June 14–16, 1971, that

consideration be given to amending Section 1691(b), Chapter 34, Title 38, United States Code, to permit the enrollment of veterans in Adult Evening Secondary school courses in excess of one-half time training as defined pursuant to Section 1684 of this Title, and

Be it further resolved; that this resolution be forwarded to all interested parties.

EXHIBIT "D"

"Resolution requesting the Senate and House of Representative in Congress to amend title 38 extending apprenticeship and other on-job training benefits to eligible wives and widows of veterans."

Whereas, Public Laws 90-631 and 91-584 amended Title 38 making certain wives and widows of veterans eligible for educational assistance under Chapter 35 while in institutional training, and

Whereas, Many eligible wives and widows are unable to attend institutional training due to the expense of dependents and other factors, and

Whereas, there are many job objectives the eligible widow or wife could be capable of reaching obtainable through Apprenticeship and other On-Job Training such as: (1) Hospitals and nursing-care facilities, (2) Office managerships and related fields, (3) Food, hotel and motel services, and (4) Welfare, recreation, and other areas serving a public need.

Now, therefore, be it resolved that: The National Association of State Approving Agencies respectfully request the Senate and House of Representatives in Congress to favorably consider enacting legislation amending Title 38 to extend Apprenticeship and other On-Job training educational benefits to eligible wives and widows of veterans under Chapter 34 and/or Chapter 35.

Mr. HELSTOSKI. I would like to take this opportunity to thank you for appearing before this committee this morning.

Are there any more questions? If not, the subcommittee wishes to thank you very much.

We have as our next witnesses from Cape Girardeau, Mo., Michael R. Patton, president of National Association for Collegiate Veterans and Patrick M. McLaughlin, from Chauncey, Ohio.

STATEMENT OF MICHAEL R. PATTON, PRESIDENT OF THE NATIONAL ASSOCIATION OF COLLEGIATE VETERANS, AND PATRICK M. MC LAUGHLIN, VICE PRESIDENT OF EXTERNAL AFFAIRS

Mr. PATTON. Thank you, Mr. Chairman. My name is Michael Patton, I am the president fo the National Association of Collegiate Veterans.

It is a real pleasure today and an honor to present the views of the National Association of Collegiate Veterans before the subcommittee today.

The NACVI is here today representing over 250,000 veterans in 20 States. We represent veterans enrolled in vocational and technical schools, in 2-year community colleges and in public and private 4-year colleges and universities. We are a very young organization as veterans' organizations go, having been founded in 1968 at Mankato State University, Mankato, Minn. But we are growing very rapidly. Our main purpose is to assist the veteran in his return to civilian life; to make this trying transition period go as smoothly as possible.

GI BILL INADEQUATE

The NACVI believes the Vietnam era GI bill to be totally inadequate to meet the needs of the majority of Vietnam era veterans. This inadequacy is due in large part ot the skyrocketing cost of education and the upward spiraling cost of living. As an example of the rise in the cost of education (tuition and books) let's look at Michigan State University, a public institution. Tuition and book expenses amounted to $185 in 1945, $345 in 1958, and $730 in 1971. The 1971 figure is nearly four times as great as the figure in 1945. Has the GI bill kept pace?

NOTE.—We have attached statistics taken at Opportunity Fairs in Dayton and Columbus, Ohio and a Job Fair in St. Louis, Mo. We are sure you will be interested to note the large percentage of veterans who stated that the GI bill was inadequate for their needs. This ran about 73 to 74 percent.

Some veterans have a distinct advantage over others by the mere fact of State residency. Let's compare schools in Ohio and Missouri. Ohio University in Athens, Ohio has a basic cost (tuition, fees and books) of $900 per student year while Forest Park Community College in St. Louis, Mo. costs $600 per student per year. If you take a single veteran receiving $1,575 for a 9-month school year and subtract the $900 and $600 respectively, the Ohio University veteran is left with $676 for living expenses and the Missouri veteran has $975. Breaking these figures down into monthly amounts, we find that the Ohio University veteran has $75 per month to meet his basic living expenses. This is the same monthly subsistence allotment that the World War II veteran received 25 years ago. Let's look back for a moment at the wealthy Missouri veteran. He has the huge sum of $108 per month to meet his living expenses. This $108 compares with a Missouri unemployment compensation figure of $228 monthly.

After World War II, State colleges and universities actively recruited veterans, (at Ohio University in 1947, of 26,000 students slightly over 14,000 were veterans). These universities went so far as to provide very low-cost housing in quonset huts. This is not the case today. Few colleges or universities are actively recruiting veterans. And to date, I do not know of any college or university providing special low-cost housing to veterans, not even quonset huts.

Added to the veterans problems, at some schools veterans are not eligible for National Defense Student Loans or Work Study Money. In a sense the veteran is penalized for receiving the GI bill. It is our understanding that the GI bill has been earned by a veteran who has served his country in time of war, and should not detract from his eligibility to receive other financial assistance.

Although we are dealing primarily with veterans' education and training, I would like to mention another present day inequity which is of some importance. After World War II a veteran was eligible to continue his servicemen's group life insurance at his active duty rate. Some of you may still have this coverage today. But the Vietnam era veteran is only allowed to convert his servicemen's group life insurance policy to a commercial policy. He must pay the going rate for the type of insurance he desires. NACVI recommends a continuation of the Vietnam era veterans group life insurance for as long as the individual veteran is inclined to pay the premium.

VETERANS' ADMINISTRATION STATISTICS

We feel it is necessary to speak to the issue of Veterans' Administration statistics concerning the GI bill. It is our contention the VA statistics are misleading and do not present an accurate appraisal of individuals benefiting from the GI bill. For instances, as of June 1971, according to the VA, 34.8 percent of Vietnam era veterans—and I believe yesterday Mr. Olney Owen said that figures was 35.2 percent now—"had taken advantage" and not completed training or received a degree under the GI bill. The 35.2 percent includes any and all veterans who had used at least 1 month of his entitlement, and who for whatever reasons had dropped from the program. What we find objectionable is that the statement in itself contends the veteran has completed a training program or received a degree vis-a-vis the GI bill.

We ask this committee to request of the VA a breakdown by acutal numbers of those completing a program under the GI bill. In other words, a statistical statement specifying the number of months per capita completion rate of those Vietnam era veterans enrolled under the GI bill. It is our contention once these facts are brought to light, other questions will arise as to the misleading nature of VA statistics concerning veterans of the Vietnam era.

Mr. PUCINSKI. May I ask a question at this point. You are familiar with the action we took on the higher education bill where we included GI benefits as one of those Federal expenditures for participating programs by universities to qualify for one-third of the institutional aid, that is, in that program.

Now, don't you feel that with that incentive universities themselves are going to do two things: One, recruit more veterans into the university, because the more veterans they have the more money they qualify for under the institutional aid formula. ?

Two, don't you believe they will develop special programs and whatnot to keep that veteran in school as long as possible? Wouldn't that cure some of the questions we are raising here?

Mr. PATTON. On the VA statistics?

Mr. PUCINSKI. Yes, sir.

Mr. PATTON. I believe that will help. I really believe it will help, but part of the reason these fellows are forced to drop out of the school is the fact that they can't make it on the GI bill itself. If the institution does provide help and does go along with them and give a student loan or work-study, that will help a large number of veterans.

Mr. PUCINSKI. One thing, it seems to me, we ought to have—and I am glad to have your testimony—I would strongly recommend that we have some greater degree of correlation of what is in that higher education package. We have a tendency to legislate exclusively for veterans. As a result, the other institutions treat veterans as a kind of a problem unto themselves, and they are not, as you have indicated in your statement here. They are not a problem unto themselves.

We have, for instance, the equal opportunity grant program and it is a very big program. Now, I don't know of any reason why Vietnam veterans should not be given a first priority for EOG grants if, indeed, they need those grants to complete their college education, as you say they need them. They get up to $1,400 a year additional assistance.

The point I make is that we cannot expect to take care of all of the veterans' problems through specific veterans' legislation and then treat these veterans like second-class citizens in all of the other programs.

I feel what we have to impress upon these universities is that that veteran is a veteran, and American citizen, and despite the GI bill of rights and despite the efforts of this committee and others to take care of the additional special problems of veterans, these veterans should not be, then, disallowed and disengaged from existing programs.

The EOG program, it would seem to me, ought to have the highest priority for a Vietnam veteran. If he needs that $1,400 and he is a member of a minority group and he qualifies for an EOG grant, he ought to get it as a first priority. What would you say to that?

Mr. McLaughlin. We are glad to see an act of this nature come about because basically what we were saying in some institutions Vietnam veterans did not qualify for student loans and work-study programs because the amount of money they made on the GI bill kept them off. In other words, they said there is a level and you guys get some money and, therefore, you don't qualify. We have to give it to other needy people. But, of course, the institutions don't often take into consideration the veteran is solely on his own, whereas the other student may be receiving one-half of his financial aid at home, et cetera.

Mr. Pucinski. I think your suggestion here that the VA give us a readout of a followthrough of this 34 percent will prove valuable in establishing to what extent are these universities and the loan officers really using their ingenuity to help this veteran. But I suspect—and this, of course, is what we are objecting to—that in too many instances loan officers in universities say this veteran has this GI bill. So they try to treat that veteran within the framework of the GI bill, ignoring the fact that this GI is eligible for all of the other programs in that university.

I think that is an excellent suggestion you make.

Mr. McLaughlin. One other point on the tutorial assistance you mentioned. As it stands now, a veteran can qualify for $50 a month for 9 months on tutorial assistance. This is not in effect at the universities and colleges because the Veterans' Administration, since activating the program last year, have not mandated to the universities and the colleges how you set this sort of program up. For instance, at Ohio University, in order to qualify for tutorial assistance, you must receive a signed statement from your professor saying you are not only in danger of failing the course but you are indeed failing the course.

Now, you won't know this until halfway through the quarter because you don't have a midterm till halfway through the quarter. But when you receive the results and if you receive a bad test, your professor signs it; this gets in and this gets back to the VA and the quarter is over and you may have failed the course before you can get any money for tutorial assistance.

So the restrictions on the program at present keep it from being effective at all. This is something we have mentioned to the Veterans' Administration and we would like to see something done about this nationally to get that program initiated.

Mr. Patton. At this point we would like to submit to this committee an article that appears in the Athens, Ohio, Messenger, October 3, 1971, regarding the number of Vietnam veterans "taking advantage of the GI bill to go to college." The article states, "The head of the Veterans' Administration says six of 10 Vietnam veterans are taking advantage of the GI bill to go to college." With information of this nature reaching the general public it is no wonder many people are unaware of the deficiences existing in the Vietnam era GI bill.

OPPORTUNITY FAIR

The NACVI, working in conjunction with the Veterans Education and Training Action Committee, has created, initiated, and partly organized a new concept in veterans 1-day outreach attempts in Ohio this fall. The State of Ohio was selected because in our opinion it serves as a representative segment of the Vietnam veteran population. We fully intend to complete a comprehensive study of the needs of Ohio veterans and compliment this study with sufficient examples from throughout the Nation. Our new concept is called an opportunity fair for veterans. The opportunity fair concept stresses the importance of education, training, apprenticeship, and social services to the veteran, as opposed to an indirect connotation of jobs for all.

Due to the economic plight confronting our country—that is, no jobs—we must stress alternatives to the Vietnam veteran. Education and training are the alternatives to nonexistent full-time employment. We are submitting to this committee the results of a questionnaire distributed at opportunity fairs in Dayton and Columbus, Ohio, and at a job fair in St. Louis, Mo.

For the sake of brevity, we shall mention only the most significant findings. Almost 40 percent of the veterans polled indicated as their first preference—Dayton, Columbus, and St. Louis—either education or training. The figure jumps to generally 70–75 percent for those indicating a second preference. In effect, this supported our contention that veterans are significantly interested in areas other than employment. In other words, given a choice between unemployment compensation and education or training, the veteran will surely take the education or training. But, the GI bill must be improved and expanded to enable greater numbers of veterans to utilize the bill.

NACVI LEGISLATIVE PROPOSALS

The NACVI believes the following provisions should be incorporated into the Vietnam era GI bill.

1. Extend the period of entitlement from 36 to 48 months.
2. Authorize payments for tuition, fees, books, related supplies, and medical expenses. A figure of $1,000, as has been introduced in other bills to the committee, would be acceptable to the national association.
3. Provide for a minimum of a 20-percent increase in the monthly assistance allotment. This would raise the $175 to $210 for a single veterans, $246 for one dependent, et cetera.
4. Authorize an advance payment of up to 2 months of a veteran's allotment to be payable upon notification of a veteran's acceptance into an accredited program.

H.R. 10168, if amended to include H.R. 3349—or H.R. 6904—which deal with advanved payments and also amended to authorize payment for tuition, fees, and medical expenses would be a bill that would satisfy a very large majority of our members.

Thank you very much for this opportunity to present our views to you today. We have tried to be brief and we would appreciate any questions you might have about our statement.

Thank you.

Mr. Helstoski. Without objection the appended information in your testimony will be made a part of the record.

(The document referred to follows:)

ST. LOUIS VETERANS JOB FAIR—NOVEMBER 11, 1971

QUESTIONS AND ANSWERS IN PERCENTILES

(2) What opportunity are you most interested in at the fair?

	Percent	
Employment	60. 1	
Education	13. 0	36.3
On job training	10. 3	
Apprenticeship	13. 0	
Social services	2. 0	
Other	1. 0	

(2) If you have more than one preference, please list them in the order of importance to you.

35.1 percent had second choices:

	Percent	
Employment	16. 4	
Education	37. 3	74.6
On job training	20. 9	
Apprenticeship	16. 4	
Social services	8. 9	

12.6 percent had third choices.

	Percent	
Employment	4. 2	
Education	16. 6	91.6
On job training	27. 5	
Apprenticeship	37. 5	
Social services	4. 2	

(3) If education is your thing, what group of schools most interested you?

67 percent filled out question #5:

	Percent
Vocational schools	16. 9
Technical schools	26. 9
Community colleges	18. 4
Private colleges	9. 2
State universities	28. 4

(4) Did you attend college prior to entering the service?

32.9% attended college prior to service.

67.1% did not attend college prior to service.

(5) If you plan to attend college on the GI Bill, will it be adequate to meet your needs.

26.3% said the GI Bill would be adequate to meet his needs, but 73.6% of that 26.3% had not attended college.

73.7% said the GI Bill would not be adequate to meet his needs.

In your opinion, is this Job Fair a success? if so, why? If not, why not?

Listed below are numerous answers to this question:

I don't know. I have just walked into the building. But looking around I would say there seems to be enough companies represented. I have taken training under the GI Bill for Hotel/Motel Management and I'm very surprised to see no one here from this ever-growing field.

Yes. If you are not offered employment, you are at least given the opportunity to come in contact with many companies you would otherwise not consider and it gives you the idea that at least the businessmen in the area are making a stab at the unemployment problem.

Yes, because a group of businessmen are trying to help the vets.

The Job Fair was a big success in my opinion. And I think it is very worthwhile to us veterans, as well as the community and state. Most of all, because we really need the jobs.

Yes. Many businesses are represented and it seems to be a lot of people trying to talk to veterans and getting something done.

In hoping that this organization will bring help to the most and many of us, I feel that the Job Fair (or should I say the Veteran's Job Fair!) is of great importance. I feel if I had the opportunity, I would give each individual a handshake who represented this to our fellow men. I wish great success to the organization and to myself I wish Good Luck.

No. I am still without a job, and have been for 11 months and 11 days.

Would have been great if jobs in general weren't so tight now. Maybe the Nixon administration is at blame?

No. Why come this far to be told there are no jobs available?

Why is it that young veterans get jobs, and will not keep them, and the older ones need jobs and are not hired because of their age?

No. Some of the business representatives were not cordial and made you feel ill at ease.

I have talked to a number of representatives and they all have told me nothing.

I haven't visited enough booths to give a good analysis but so far I think that the Job Fair will be a success. It can't be a total success because not everyone desiring employment will be employed. I hope that the Job Fair will be a success for myself and many others. I do think that there is a lot of credit to be handed out to all the people that have made it possible.

Yes, I do think it is a good idea. It kind of makes you feel that there is still a chance for you in the future.

Yes, if only to acquaint firms with individuals for future reference.

Generally a very good attempt—should be held several days.

Yes, because it has opened up a lot of possibilities and ideas for me. No, because most of these employers are not hiring, just making a show.

Not enough technical positions.

Many firms represented here have people laid off and others are not taking applications.

Should be more than one day.

Yes. Over-all I think this is a wonderful thing. It's good to see business taking an interest in the plight of the vet. I could not find anything, but thank you for the opportunity.

Job Fair is very much a success. The opportunity afforded an individual to meet so many employers in one day at the same location is unsurpassed by an employment service or the like. Any veteran who does not take full advantage of this opportunity is only cheating himself. The only suggestion I can make is that the larger compainies, such as Ralston, IBM, American Can, might do well by having more representatives present to handle the larger number of people that inevitably congregate around their booths.

I am undecided because I do not know if the employers here are actually hiring veterans or just merely trying to establish an image for the publics' eye.

A success? It depends on how many people get jobs. As for myself, it seems that people with college and advanced degrees get very little benefits from the program. If you could set up counseling for people in their areas of interest or education, i.e., Psych, Business, Social work, and tell them which companies have jobs or programs in these fields, it would save some time for all people concerned. It seems that the fair is geared toward the high school and technical areas, which is good, but not completely adequate for all veterans.

Yes, because never before has the public done something such as this to show that they really care about the veteran.

Yes. It gives the unemployed vet opportunity to cover a lot of ground in a short while!

No—I spent two years of my life in the army and they turn me down for everything I looked at. Better try next time.

This gives veterans an opportunity to be hired quicker, more jobs are available, less time is wasted looking for a job and I believe there is a better chance of getting what you want.

Big waste of everyone's time.

Most employers with whom I spoke had no immediate job opening—the "We'll call you, don't call us" cliche was alluded.

I don't think that the Job Fair was a success for the majority of the veterans, because I think most of the people went to the Fair seeking jobs and the jobs were not there. The press built the Fair to the point that I thought I could go there and get a job and not just an interview. Most of the companies represented at the Job Fair did not have jobs to offer, which was the Fair's downfall. On the enclosed paper, Question 8 wants support for a GI Bill for Missouri. I would very much like to support this idea. Today I am going to write my State Congressman and urge him to press for a bill similar to the bill that Illinois has. If there is anything else that I can do, please write me.

I think the Job Fair was a success. I think that a listing by job types (salesmen, machinest, etc.) might be helpful in finding the companies in which the applicant would be interested.

Yes, at the least it has shown that the veterans are needing assistance to get into the job market.

No, most of the places aren't hiring—they tell you they will call you around the first of the year, which doesn't help much.

I can talk with 30 companies in one day where it would take six months otherwise. You can get a general idea where to look for jobs.

The employers were friendlier here at Job Fair than they were when I went to their employment offices. As a whole it wasn't bad. It saved a lot of running around and gas money, also time.

Yes—the selection and number of companies participating were exceptional. I would like to see the companies man their desks until the closing time—many companies left early.

Not sucessful right now. Employers are not hiring because of economy situation.

Yes. This gives a man in doubt a place to start in reference to job ideas and opportunities.

VETERANS OPPORTUNITY FAIR

OCT. 13, 1971 9A.M. to 5P.M.

UNIVERSITY OF DAYTON ARENA

Learn about your opportunities for JOBS, EDUCATION, and TRAINING

Dayton area employers and educational institutions will have representatives at the Fair to answer your questions.

ALL VETERANS ARE INVITED

OPPORTUNITY FAIR FOR VETERANS 1971

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Amvets
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Dayton Daily News
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Montgomery County Veterans Service Office
National Alliance of Businessmen
National Association of Collegiate Veterans, Incorporated
Ohio Apprenticeship Council
Ohio Bureau of Employment Services
Ohio Bureau of Vocational Rehabilitation
Sinclair Community College
Sinclair Community College - Veterans Club
U.S. Department of Labor - Veterans Employment Service
U.S. Civil Service Commission
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Sincere apologies to those groups and organizations who may have been overlooked in the listing of contributors. Be assured your contributions were appreciated and helped to insure the success of the 1971 Opportunity Fair for Veterans.

EMPLOYERS

Wing	Booth #	
A	115	ACACIA MUTUAL LIFE INSURANCE CO. Sales & Management Positions - Trainees
B	38	ADVANCE FOUNDRY Mechanical & Electrical Maintenance
B	82	AETNA LIFE INSURANCE CO. Sales of Equity Products - Trainees
A	94	ANCHOR RUBBER CO. Receiving Clerks - Sales Trainees
A	149	BACHUS-PALMERT GMC TRUCK INC. Truck Mechanics
B	85	BEHRLE PRINTING CO., INC. Opportunities in Printing Industry
B	14	RAY BRYANT CHEVROLET CO. Mechanics - Auto Air Conditioning Repairman & Trainees
A	169	BURROUGHS CORP. Sales Representatives - Office Equipment Repairmen
A	129	CASSANO ENTERPRISES Food Service & Restaurant Manager Trainees
A	137	CINDACO INC. Engineering & Sales of Bulk Material Handling Equipment
A	126	CONTROL DATA CORP. All areas of Computers - Operation, Programming, Management, Repairmen
B	48	CORDAGE OF DAYTON Warehousemen - Salesmen
B	58	DAP INC. College Graduates in Chemistry
A	162	DAYTON MENTAL HEALTH CENTER Nurse Aides - Orderlies - Attendants - Warehouseman - Maintenance Repairman - Barber
A	144	DAYTON ORNAMENTAL IRON CO. Welders - Designers - Trainees
B	36	DAYTON POWER & LIGHT CO. Possible Training in Entry Level Positions
B	40	DAYTON SCALE DIV. - HOBART MFG. CO. See Hobart Mfg. Co.
B	68	DAYTON STEEL FOUNDRY Maintenance Repairman - Machinists - Trainees

Wing	Booth #	
A	142	DAYTON TIRE & RUBBER CO. Pipefitters - Instrumentman - Sheet Metal Workers
B	54	DEFENSE ELECTRONIC SUPPLY CENTER Career Opportunities in the Military Supply Field
B	84	DELCO-MORAINE DIV., GMC Career Opportunities with Delco-Moraine
A	155	DOWNING OFFICE EQUIPMENT INC. Sales Representatives - Trainees
A	168	DYNAMIC SECURITIES CORP. Salesmen - Trainees
B	39	ELDER BEERMAN Career Opportunities in Retail Trade
A	166	ENGLEWOOD HILLS INC. Building Trades - Carpenters - Plumbers
B	25	EQUITABLE LIFE ASSURANCE SOCIETY of the U.S. Sales Management - Underwriters - Trainees
B	70	FEDERAL JOB INFORMATION CENTER All U.S. Civil Service Commission Opportunities
A	137	FRISCH'S RESTAURANTS Manager Trainees - Kitchen Personnel - Trainees
B	72	FULLER BRUSH CO. Sales Representatives
A	163	GEM MACHINE CO. INC. Machinists - Welders
B	81	GOOD SAMARITAN HOSPITAL Lab Technician - Microbiologist - Nurse Aides - Internal Auditor
B	40	HOBART MANUFACTURING CO. General - Technical - Professional Personnel
A	170	HUMBLE OIL & REFINING CO. Management Trainees-Service Station Attendants - Mechanics
A	138	INLAND MFG. DIV., GMC Opportunities with Inland
B	42	JACKSON COMMUNICATIONS Cable Splicers-Communication Equipment Installers- Linemen-Military Oriented Trainees
B	36	KENTUCKY FRIED CHICKEN Managers & Assistant Managers - Trainees
B	60	KETTERING AIRCRAFT CO. INC. Machine Operators

Wing	Booth #	
B	20	**BILL KNAPP'S INC.** Complete Restaurant Staff
A	133	**LA CON PATTERN WORKS INC.** Opportunities in the Industrial Pattern-Making Field
A	128	**LANG'S CHEVROLET - OLDS** Auto Sales & Service Positions - Mechanics
A	132	**LINCOLN MOVING & STORAGE** Drivers - Van Foreman
A	124	**LITHO PRINT INC.** Opportunities in the Printing Industry
A	141	**THE MANUFACTURERS EQUIPMENT CO.** Opportunities in Sales & Service of Industrial Equipment
B	78	**MASTER DIV. OF KOEHRING CO.** Production Machine Operators - Trainees
B	75	**THE MAZER CORP.** Trainees in Machine Operations
B	57	**THE MC CALL PRINTING CO.** Opportunities in Printing & Printing Management
A	165	**METROPOLITAN LIFE INSURANCE COMPANY** Sales Management - Salesmen - Trainees
B	46	**MIAMI PLATING CO. INC.** Opportunities in the Chrome Plating Industry
A	156	**MIAMI VALLEY CHAPTER-NATIONAL ASSOCIATION OF SOCIAL WORKERS** Career Opportunities in the Social Service Field
B	80	**MIAMI VALLEY TRUCK EQUIPMENT INC.** Installation of Truck Beds - Truck & Trailer Body Repairmen - Hydraulic Mechanics - Trainees
B	45	**MIDSTATE PAINT MFG. CO.** Mixer Operators - Tinters - Trainees
B	43	**MISCO** (McCall Information Services Company) Computer Operations & Programming
A	130	**MOBIL OIL CORP.** Electrical - Machine - Metal Trades - Building Trades Specialists - Process & Lab Technicians & Instrument Specialists - Trainees
B	21	**MONSANTO RESEARCH CORP. - MOUND LAB** Accountants - Safety & Electronic Engineers
B	47	**MONTGOMERY COUNTY WELFARE DEPT.** Experienced Case Workers - Social Workers
B	77	**MUTUAL OF NEW YORK** Sales Careers - Management Trainees

Wing	Booth #	
B	51	NATIONAL CASH REGISTER CO. (Production) Administrative-Office-Field Service Technician - Degree Graduates in Business Administration & Engineering
B	41	NATIONAL CASH REGISTER CO. (Sales) Sales Careers (Business Degrees) - Trainees
B	63	OHIO BELL TELEPHONE Operator-Service Representative-Order Typist - Lineman-Installer-Splicer-Apparatusman-Cable Repair - Trainees in all positions
A	123	OHIO STATE PATROL Career Opportunities in Police Work
B	35	PACIFIC FINANCE Careers in Consumer Loan Field - Trainees
A	120	PEFFLEY T.D. & P.A. INC. Auto Sales & Service - Mechanics
B	62	PENNINGTON BREAD CO. Salesmen - Drivers
A	121	PINKERTON'S INC. Industrial & Business Security - Guards
A	127	THE ANDREW PLOCHER SONS INC. Steel Fabricators, including welding & layout work - also trainees
A	140	PREMIER-DAYTON INC. Machine Trades
A	152	RANKIN & HOUSER Truck Drivers - Salesmen
B	65	REESE OPTICAL CO. Optical Grinders - Lens Grinders - Lab Workers - Optical Sales Representatives - Trainees
B	55	RENAULT OF DAYTON INC. Sales & Service - Mechanics
A	154	REYNOLDS & REYNOLDS CO. Data Processing - Computer Programmers
B	64	SACKSTEDER'S CATERING SERVICE Food Service Workers
A	159	SALEM CHRYSLER PLYMOUTH Auto Sales & Service - Mechanics
A	145	SEARS ROEBUCK & CO. Appliance Repairman
A	110	SHELL OIL COMPANY Management Trainees - Service Station Attendants

Wing	Booth #	
A	134	**THE SPECIALTY PAPERS CO.** Maintenance Personnel - Production Workers
B	18	**THE STANDARD OIL CO.** Management Trainees - Service Station Managers & Attendants
A	150	**STANLEY HOME PRODUCTS** Salesmen - Home Demonstrators
B	66	**STENGERS FORD** Mechanics
A	143	**STILLWATER HOSPITAL** Physical Therapists
A	167	**SUNSHINE BISCUITS INC.** Opportunities in the Baking Industry
A	157	**SYNERGY DIV. - SYSTEMS RESEARCH** Careers in the Computer Industry
B	76	**THE TAIT MFG. CO.** Engineering & Hydraulic Technicians - Mechanical Engineers
B	83	**TECHNOLOGY/SCIENTIFIC SERVICES INC.** Electronic-Medical-High Vacuum-Electro-Mechanical-CATV-MATV - Instrumentation Technicians
A	153	**THE TRAVELERS INSURANCE COMPANIES** Sales Management-Salesmen-Trainees
A	151	**U.S. POST OFFICE** Postal Employment Opportunities
A	118	**VETERANS ADMINISTRATION CENTER** Career Opportunities in the Veterans Administration
B	52	**WRIGHT STATE UNIVERSITY** Miscellaneous Workers
A	147	**AERONAUTICAL SYSTEMS DIV. • WRIGHT-PATTERSON AIR FORCE BASE** Information on Technical/Professional Careers
A	148	**2750th AIR BASE WING, WRIGHT PATTERSON AIR FORCE BASE** Civilian Careers with U.S. Air Force
B	73	**XEROX CORPORATION** College Grad Salesmen - Trainees

COLLEGES, UNIVERSITIES & TECHNICAL SCHOOLS

All of the schools listed herein are VA approved as of the date of the printing of this program. Many schools are present with Student Financial Aid Representatives, who will discuss other financial assistance information in addition to GI Bill benefits.

Wing	Booth #	
A	108	AL-WIN TRAINING INC.
A	106	AMERICAN AUTOMATION TRAINING CENTER
B	67	ANTIOCH COLLEGE
B	13	ASHLAND COLLEGE
B	28	BELL & HOWELL SCHOOLS
B	23	CEDARVILLE COLLEGE
B	11	CENTRAL STATE UNIVERSITY
A	109	CLARK COUNTY TECHNICAL INSTITUTE
A	139	COLUMBUS TECHNICAL INSTITUTE
B	8	DAYTON ART INSTITUTE
A	125	DAYTON BARBER COLLEGE
B	19	ELECTRONIC COMPUTER PROGRAMMING INSTITUTE (E.C.P.I.)
B	15	GRANDVIEW HOSPITAL (NUCLEAR MEDICINE TRAINING)
A	100	GREENE VOCATIONAL SCHOOL
A	131	HIRAM COLLEGE
B	29	HOBART SCHOOL OF WELDING TECHNOLOGY
B	69	INTERNATIONAL ACCOUNTANTS SOCIETY INC.
B	44	INTERNATIONAL BROADCASTING SCHOOL INC.
A	103	I.T.T. TECHNICAL INSTITUTE
A	113	KETTERING COLLEGE OF MEDICAL ARTS
A	104	LORAIN COMMUNITY COLLEGE
A	136	MIAMI-JACOBS JUNIOR COLLEGE OF BUSINESS
A	164	MIAMI UNIVERSITY
A	122	MICHIGAN CAREER INSTITUTE

Wing	Booth #	
B	79	MIDDLETOWN BUSINESS COLLEGE
B	56	LEE MILES SCHOOL OF REAL ESTATE
A	119	MONTGOMERY COUNTY JOINT VOCATIONAL SCHOOL
B	9	MUSKINGUM AREA TECHNICAL INSTITUTE
B	33	NATIONAL SCHOOL OF HEAVY EQUIPMENT & DIESEL MECHANICS
A	89	OHIO STATE UNIVERSITY
A	146	OHIO UNIVERSITY
A	160	PROGRESS TECH COLLEGES INC.
A	105	RETS ELECTRONIC SCHOOLS
B	14	SINCLAIR COMMUNITY COLLEGE
A	111	SOUTHERN OHIO COLLEGE
B	17	TIFFIN UNIVERSITY
B	22	TRI-COUNTY TECHNICAL INSTITUTE
B	59	UNITED ELECTRONICS INSTITUTE
A	114	URBANA COLLEGE
B	34	UNIVERSITY OF AKRON
B	49	UNIVERSITY OF CINCINNATI
A	101	UNIVERSITY OF DAYTON
B	32	WILBERFORCE UNIVERSITY
B	71	WILMINGTON COLLEGE
B	61	WITTENBERG UNIVERSITY
A	97	WRIGHT STATE UNIVERSITY

SUPPORTIVE & TRAINING AGENCIES

Wing	Booth #	
B	86	AMERICAN LEGION National Veterans Organization Dedicated to Serving Veterans - Service Officers Available
A	88	AMERICAN NATIONAL RED CROSS Services to Veterans and their Dependents
B	53	AMVETS National Veterans Organization Dedicated to Serving Veterans - Service Officers Available
A	98	U.S. DEPARTMENT OF LABOR, BUREAU OF APPRENTICESHIP & TRAINING Apprenticeship Information
B	26	DAYTON AREA CHAMBER OF COMMERCE Community Information on Employers and Businesses
B	31	DAYTON OIC Occupational and Skills Training
A	107	DAYTON PUBLIC NIGHT SCHOOL, DAYTON BOARD OF EDUCATION Adult Education - High School Diploma - Trades Training
A	161	DISABLED AMERICAN VETERANS National Veterans Organization Dedicated to Serving the Disabled Veteran - Service Officers Available
A	112	GARFIELD TRAINING CENTER Manpower Development & Training Act (MDTA) - Skill Center Training
B	6	GOODWILL INDUSTRIES REHABILITATION CENTER Vocational Evaluation and Training for the Disabled
A	87	HEALTH CAREERS OF OHIO Educational Information on Health Careers and MEDHIC Program
B	10	LABOR EDUCATION ADVANCEMENT PROGRAM, DAYTON URBAN LEAGUE Building Trade Apprenticeships
B	24	LABOR MANAGEMENT SERVICES ADMINISTRATION Veterans' Reemployment Rights
B	2	LEGAL AID SOCIETY OF DAYTON Information on Assistance to Veterans
A	96	MONTGOMERY COUNTY VETERANS SERVICE OFFICE Local Veteran Services
B	7	MONTGOMERY COUNTY WELFARE DEPARTMENT Food Stamps Information - Financial & Medical Assistance
B	30	OHIO ASSOCIATION OF COLLEGIATE VETERANS, DIV. NATIONAL ASSOCIATION OF COLLEGIATE VETERANS Serving the Veteran on Campus

SUPPORTIVE & TRAINING AGENCIES (Cont.)

Wing	Booth #	
B	5	OHIO BUREAU OF EMPLOYMENT SERVICES - EMPLOYMENT SERVICE DIV. Job Placement Assistance - Vocational Counseling & Testing - Institutional and on-the-job Training
B	4	OHIO BUREAU OF EMPLOYMENT SERVICES - UNEMPLOYMENT COMPENSATION DIV. Unemployment Claims Information
B	3	OHIO BUREAU OF VOCATIONAL REHABILITATION State Vocational Training Programs for the Disabled
A	99	OHIO STATE APPRENTICESHIP COUNCIL Veterans Consultant on Apprenticeship Training in Ohio
A	95	OHIO STUDENT LOAN COMMISSION Guaranteed Bank Loans
B	1	OMBUDSMAN Community Grievances
A	116	RAP BOOTH "Have You Got it All Together?"
A	117	SMALL BUSINESS ADMINISTRATION Financial Assistance to Self-Employed Veterans
B	12	SOCIAL SECURITY ADMINISTRATION Benefits Available to Disabled Veterans
B	27	SPECIAL SERVICES IN HIGHER EDUCATION For the Disabled College or University Student
A	93	VETERANS ADMINISTRATION Know All Your Veterans' Benefits
A	92	VA GI BILL Educational & On-The-Job & Apprenticeship Training Benefits
A	91	VA VOCATIONAL REHABILITATION Complete Education or Training for the Service Disabled
A	90	VA DISABILITY BENEFITS How to File a Claim for VA Compensation
B	74	VETERANS OF FOREIGN WARS National Veterans Organization Dedicated to Serving Veterans - Service Officers Available

OPPORTUNITY FAIR QUESTIONNAIRE RESULTS

The first set of statistics were arrived at by combining the answers of two questions. The first--What opportunity are you most interested in at the fair? (Listing: Employment, Education, On-Job-Training, Apprenticeship, Social Services and Other.) The second question states--If you have more than one preference, please list them in the order of importance to you.

I. DAYTON: Opportunity being sought in order of preference.

	1st Preference	2nd Preference	3rd Preference
EMPLOYMENT	60.40%	28.20%	13.30%
EDUCATION	23.80	30.60	23.40
APPRENTICESHIP	7.50	24.70	33.30
ON JOB TRAINING	6.62	9.42	13.30
SOCIAL SERVICES	1.76	7.06	16.60

I. COLUMBUS: Opportunity being sought in order of preference.

	1st Preference	2nd Preference	3rd Preference
EMPLOYMENT	59.20%	16.60%	15.00%
EDUCATION	22.60	41.60	5.00
APPRENTICESHIP	7.83	12.50	45.00
ON JOB TRAINING	7.83	20.80	20.00
SOCIAL SERVICES	2.62	8.34	15.00

NOTE: That for first preference in both Dayton and Columbus fully 40 percent of vets polled indicated either education or training. Regarding second and third preference one can readily view the predominance of education and training. In effect, this supports our contention that veterans are significantly interested in areas other than employment. Our duty is to present alternatives to the veteran showing him an objective within reach. In other words, the state of the economy being what it is (i.e. no jobs), we must stress alternatives to the Vietnam veteran. Education and training are the alternatives to full-time employment. That is why the Opportunity Fair stresses the importance of education, training, apprenticeship and soc ial services to the veteran, as opposed to an indirect connotation of jobs for all.

Our next objective was to determine the type of institution the veterans were attracted to, and in what order.

II. DAYTON: School preference of those seeking higher education.

a) Technical Institutes--- 31.90%
b) State Universities----- 29.00
c) Vocational Schools----- 18.95
d) Community Colleges----- 15.95
e) Private Colleges------- 4.14

II. COLUMBUS: School preference of those seeking higher education.

a) State Universities----- 39.1%
b) Technical Institutions- 33.7
c) Vocational Schools----- 15.2
d) Community Colleges----- 7.6
e) Private Colleges------- 4.3

NOTE: One can readily view the trend towards technical and vocational education apparent in both cities.

In response to a general question relating to the adequacy or inadequacy of the GI Bill, we received the following information.

III. DAYTON:

a) 34.5% indicated the GI Bill would be adequate to meet their needs after enrollment in school.

65.5% indicated they would need financial assistance in addition to the GI Bill or part-time employment, or both.

COLUMBUS:

a) 29.9% indicated the GI Bill would be adequate to meet their needs after enrollment in school.

70.1% indicated they would need financial assistance in addition to the GI Bill or part-time employment, or both.

IV. Of those wishing to attend a State University or Private College.
DAYTON:

a) 19.7% indicated the GI Bill would be adequate.
80.3% indicated it would not.

COLUMBUS:

a) 24.4% indicated the GI Bill would be adequate.
75.6% indicated it would not.

V. Of those wishing to attend a Technical Institute, Community College, or Vocational School.

DAYTON:

a) 44.8% indicated the GI Bill would be adequate.
55.2% indicated it would not.

COLUMBUS:

a) 27.8% indicated the GI Bill would be adequate.
72.2% indicated it would not.

VI. DAYTON:

a) Of those who had attended college prior to the service.

1) 19.5% indicated the GI Bill would be adequate.
80.5% indicated it would not.

b) Of those who had not attended college prior to the service.

1) 39.4% indicated the GI Bill would be adequate.
60.6% indicated it would not.

COLUMBUS:

a) Of those who had attended college prior to the service.
1) 27.3% indicated the GI Bill would be adequate.
72.7% indicated it would not.

b) Of those who had not attended college prior to the service.

1) 28.9% indicated the GI Bill would be adequate.
71.1% indicated it would not.

VII. We asked-Would you be willing to support a State GI Bill for Ohio veterans?

DAYTON:	COLUMBUS:
85.5% - Yes	88.5% - Yes
3.8% - No	3.8% - No
10.7% - Undecided	7.7% - Undecided

VIII. Future OHIO OPPORTUNITY FAIRS

CINCINNATI	NOV. 30
YOUNGSTOWN	DEC. 1
CLEVELAND	FEB. (tentative)

The following comments were expressed by Veterans at Opportunity Fair for Veterans in Ohio. They were responding to a question posed by the National Association of Collegiate Veterans (NACVI) on a questionnaire distributed at the event. The question-- In your opinion, is this Opportunity Fair a Success? If so, why? If not, why not?

No effort has been made to edit the response, the comments appear here as they appear on the questionnaire. These comments do not encompass all of the suggestions or criticism expressed by the veterans attending the fair. Although, they are a representative sample.

DAYTON OPPORTUNITY FAIR

(Oct. 13, 1971)

Because it help the Gi. what need's help in a good Job. in we need help. So pleas help us so now i must close thise letter. in I hope i be the. one you called.

The Fair was a good success.

The Fair itself seemed a success., but what has it been able to do for the veteran of WWII? He's now in his middle or late forties and if he has no higher (college) education, he's in pretty bad shape. Employers are reluctant to hire him because of age, regardless of his being a veteran. The older "vet" still has good and responsible qualities for employment.

difficult to determine because of present economic condition, no jobs available

In my opinion the Opportunity Fair is a Success, because, judging by my experience with it, it answers a person's questions efficiently. The list of booths was very helpful. One of the booths from which I sought help was unmanned, VIF., the legal-aid society of Dayton. I sought information on educational opportunities and educational benefits for veterans. On the whole, I was pleased and satisfied.

On the whole, it was successful. However, if there were more programs (say 2 to 4 times per year), it would be more successful and also be in closer touch with the near future of the economy and the employment situation overall. Also, I received no formal notification whatsoever as of 8:00 A.M. to day about the fair, I found about it on my own.

Yes--if one person can benefit from this assistance, then it cannot be a total loss. If more than one, progresswas good. If more than 2 people, then it was a success.

The Opportunity Fair was successful in that an individual could make contact with numerous employers.

Criticisms:

1. Some representatives did not remain at their booths. Between 3:00--5:00 P.M. many representatives were absent.
2. There seemed to be some mix-up in the placement of booths. Some reps were not in the area allotted them.

The hostesses and services provided by the Red Cross were greatly appreciated.

In my opinion:

I believe the Opportunity Fair was a great significant concept for veterans in obtaining first hand relations with perspective employers, educators and assistance toward their future goals.

The last question on this form is most difficult to answer in these times of economic recession. If one comes here unemployed he will view the line at certain boothes with sinking hopes. The colleges and universities are overrepresented. A large lie has been perpetrated in this country that education is the panacea for all our ills, it is not. I appreceate the opportunity that the fair possibly offers and the time invested by employers is generous. The idea of the fair is sound, when the economy is sound.

It's a very good idea. Even the slightest hint of help or interest is appreciated and useful. However, I did notice at the latter part of the day, many representative were leaving before the publecized end of the program. This deprived many of the guys the opportunity to talk with them. If this problem could be alleviated, it would help.

I feel that this Opportunity Fair is a success, in that the turn-out has shown that Vets are interested in such a program as this. It affords the Vet the opportunity to confront situations that interest him most.

As I see it the set-up is very proficient, and well organized.

No! Out of nine employers that I had circled to see I found one booth manned. However, the school booths that I talked to were very helpful and had plenty of literature available

Many contacts available which more than likely would not be available this easily elsewhere. Be sure to remind co.'s to be honest, i.e. don't say they *might* hire if in fact they have no plans to do so.

The only criticism is that the company's didnt remain untill the stated time of 5 PM. Knowing this I would have left school eariler to get here.

The atmosphere here was very relaxed and offered a chance to talk with many representatives. It was better than going door to door and also one can be aware of possible employment.

I think that the whole thing is a Big Farce. Most of the Businessmen here seem to have come for one purpose--Advertisment of their Product. Their only other motive could be to make themselves look good in the eyes of the public.

As to the question of Success--my question is Success for Whom? Considering the motives of the employers (?), I would say this is very successful for them, although I cannot see any success for the unemployed veteran without a collage degree or 3 or more years of experience.

I'm sure that the "Vets Opportunity Carnival" will recieve much acclaim from the community, after overhearing a conversation of some newsmen concerning the cutting of criticism from the taped interviews.

You have succeeded in fooling the public and perhaps yourselves, the Business Representatives have succeeded, but 'we' have not succeeded.

Who was the "Vets Opportunity Carnival" for, anyway?

As far as the education aspects of the fair very good. But the employment phrase was very poor. For example NCR has about 4,000 or more people in the street without jobs and they out here rapping to a vet about a job. It appears to me that the fair was just a waste of my time and your time too.

everyone was very interested in helping and had plenty of information for me. Im sure there are more technical schools and State schools that could be represented. This is a good place to start looking for employment. It gives a person a chance to meet every type of employer or school and not have to make a lot of phone calls and driving all over downtown

I believe this oppertunity fair is a success in so far as to give individuals the oppertunity to come into contact with so many employers at one time.

There were too many companies listed that were not represented and not enough offering training programs. The training programs would the gratest asset to the fair. The lack of training is, I believe, *one* of the major reason of the unemployed.

Yes--because it gave me leads to find employment throughout Ohio and other states. But there were no hospital representatives here and there were a lot of veterans with prior medical experience that would like to continue in this field.

Yes. I would say the fair was successful. It gives the veteran an opportunity to contact a large number of potential employers without excessive expense from travel etc. It also gives him an opportunity to discuss what types of positions are available and what training is needed to qualify.

I think it was a big joke. I'm not trying to be funny, but I came here to see five companies. Out of those five only one was present.

In my opinion the fair isn't very good, as far as Jobs! are concerned yes there is a opportunity to see and hear about the jobs that are open, but the job requirements are so high that!

Well let me put it this way. The fair is a beautiful thing for someone who has three (3) or more years in college! But a big disappointment to someone that hasn't finished high school! And this was my first fair.

The fair was a success to some maybe that had college or special training in the service. I graduated May 70, went into the service Dec 11, 70, and received honerable disscharge Mar 18, sorry for it. I am married and have one son. We bought $10,000.00 of household goods, and a car and paid cash. We only owe for rent. We have no hospitalization or life insurance because of our money situation, I would like to get in on apprenticiship on air conditioning and heating, like Butler Inc, and go to a vocational school on Hope road and train while getting experience and being paid for it. Salem Chrysler Plymouth isnt but a mile from my home but I can't get a job without a certificate from a school. I can finance my training at night school and still learn what I don't know at work and get paid for it. But how can people like us get some jobs we want without a degree and still knowing most about the job. We need the job training and go to school at the same time. A friend of mine, Bruce Ballard works at Butler Heating and air conditioning and that I could do with training in the job and go to school to learn about it. But how can we get a chance?

I feel the Fair is very good. It helps people such as myself to get out and meet these people. It makes you feel as though people do care about a Vet.

I think that you should have more thing for students on a part time base

Sir: I feel this is an excellent program, and who ever is responcible for its concept, and organization should most certainly be congradulated and thanked. The information that most veterans need is here, with eager help to locate it.
I expect to hear much applause from the community for the V.O.F. deserves it and more. I also hope that industry and the V.A., and Vet. Service Clubs take note and sponsor this type of affair 2 or 3 times each year.

Many Vets, like my self, who are unskilled ans who have families, need Jobs now. Not talk of schools.

No.
We need jobs. We are trained in one thing. And must work in another. The ones that are or didn't have fighting mos. are trained men in a good career field. Give us the same job in the new world.

Sure I think this opportunity is fair, but for those who did not Graduate from High school has a poor chance.

I think the Fair was a success. It was well organized. It helped a lot of people find out about jobs and schools without spending days going from one place to another. I would suggest, however, that it be extended to more than one day. The employment card also needs more room on it to explain disabilities as handicapped Veterans won't have false hope built up when applying for a job and then turned down when they fully explain their handicap.

COLUMBUS OPPORTUNITY FAIR

(Oct. 20, 1971)

Yes--but no one is hiring.

I think the fair is a complete success on information to the Veteran. The only thing wrong is that people come here hoping to get a job yet only if you have the qualification could you be accepted.

I am undecided because of my late appearance. Judging from the Vets here when I came, I would say the attendance was low. I think this fair should have been announced much earlier and held on a weekend. Maybe this will gather more Vets here. I hope that another fair will be planned soon. Thank you.

I think the fair is a good idea I have been back 4 weeks from Viet Nam I am drawing unemployment now but have met some companys at the fair so maybe I can get a job.

Keep up the good work

Fair. In the future, increase the amount of info. telling the when, where, and time of the fair--low attendance may be to not enough people knowing of the fair.

Thanks to the people who set up the "Fair"--and to the firms that took part!

I think it was a lot of sucess not because it might give me a job. But because it brought a lot of jobs that are to be found to my attention.

Yes, Because I think its about time people showed some appreciation for returning vet. I've tryed to get quite a few jobs since I've been out and from what I've encountered the statement made on T.V about hiring the vet didn't mean a thing.

This program seems to be doing a little more than just talking about it.

Yes.
Because it's main purpose has been fulfilled. That is to inform the Vets about where the jobs are or educational opportunities, etc. One suggestion is that all the representatives stay the full time. While making my rounds I found a few representatives had closed shop. I did check these booths more than once over a 3½ hr. period. Another suggestion is that when a representative leaves his booth he should put a sign saying that he will or will not return.

The success will accure if and only if it assist people in finding a source of employment that will aid them in bettering their present standard of living. To make a display of non-available jobs is of no service to the veterans. Veterans are aware of promises that have been made in the past. To make games and present information is not what is needed. Success is employment or the persuit of a goal that is for a better over all person

Furnished information on career and education opportunities. Was able to apply for several job opportunities at one central location, plus had several questions to ask about educational opportunities.

it is succesful as far as employees are concerned but as for the job seekers it is a different situation employers are seen in the lime light as for doing their part for the community but not really giving up the jobs in the future I think you should omitt employers who do not have openings or not expecting openings for quite some time and then maybe next time there will be some hiring along with all the talking and advertising

In my personal opinion the Veterans Fair is a most rewarding ocassion. It has given the Veteran a opportunity to view civilian life as it now is and what is available to him. I only hope there is more advance publicity in the future as we did not reach our maximum.

If I were to give the fair a rating it would be a B.
There were some salesmen that came unprepared with the full facts pertaining to the job at hand.
They should express more the advantages and disadvantages of the job--whether they prefer college graduates or a person with experience of out program and not beat around the bush.
They should have more interstate corp. represented from other states and cities and not just from Columbus because not everyone is planning to stay in this area.
All in all though I think it opened up my thoughts and will help me decide better on what I want to do in life. Thank you.

I would express an opnion that this is only a partial success due to the availability of jobs in the Columbus area in some fields. Many of the people I talked to at several booths were very friendly but express a view that no jobs are at this time open within the organizations that they represent. This may be due to the wage-prize freeze and total economic state of the nation. Also where jobs are availible, there is often times no adaquate program for farther training or advancment.

It has good meanings, but why have all these employers and no jobs.

I'm attending O.S.U. & can only stay here a few minutes today; so I don't feel that I'm qualified to answer question #9. I'd like to recomment that the opportunity fair be held through the late afternoon & evening, or on a weekend; so that more people could take advantage of it.

It is a great idea. Seems to be well organized. The attitude of the people I talked to was very enthusiastic and sincere. I learned alot about financial assistance for education.

One gripe that hasn't been satisified is:

The G.I. Bill which I am receiving is NEVER-on time. I've been enrolled eligible for full benefits since April. But I've only received 3 checks (one of which was $6.38). My wife had to forego this quarter at O.S.U. so I could continue at C.B.U. etc.

I went to 6 tables and found all of them empty. It's a bigger farse than I expected.

yes It enables an Ex-GI to find the job or school he wants.

Being that there all here in one building, it helps to find answers faster, without having to drive allover the state.

A job well done.
Thank you.

No--because you leave with a feeling that there is no possibility of a job unless you have a marketable trade

I do not know enough about this opportunity Fair to comment on it. But any program that helps Veterans to meet prospective employes and allows them to apply for jobs must in itself be a good program.

I think that generally speaking the fair was a success. I feel that it should have had greater coverage by the news media so more Veterans could take advantage of the opportunities offered. I would have like to seen a greater representation of employers, although representation was adequate.

There is a very large selection of job prospects school and apprinticeship training. It would be almost impossible not to find something to assist a veteran to obtain employment.

No.
I've been to most of the places and I got no response towards a job. They want experience but nobody will give you a chance to get experience. Some places will hire you if you know somebody or you have a relative working for them.

Unsuccessful! All or the employer I talked with had no openings available

I thought it was a very good opportunity to be gotten informed on a variety of jobs & companies. I feel also that it was educational as far as some companies were concerned to see how many servicemen are in need of jobs & skills to get back into a civilian career. But as a help to veterans as far as specific job opportunities & job offers, it failed tremendously. Veterans want somewhere to turn for jobs after they have hoofed it for several weeks or even months. This was not the place for that. It was a big success for the businesses & the city of Columbus, I guess, though.

I'm grateful to the Association in bringing together so many representatives for Empolyment Opportunities and services. . and providing the first real help I've had in obtaining information one Empolyment & Education and Veteran Benefits. since being released in 1969 It has beem a real help and lift to my morale.

I would like to comment. on that I observed. the press and news media appeared to be blowing up what was really going on and there was and air of it being used to a political advantage. The Fair was a sucess but not a big as the TV Media would have it seem

Next year I would suggest, if possible in helping the Veterans when he first comes to the fair

I had no Ideal were to go or where to start

I started at the movies that where being shown with the thought that they could help me where to start. but they had their own subject they wanted to convey. No help there! So I stumbled around for about 40 min trying to find my way and finally did. but wasted a lot of time doing it.

Greatest helping-hand I've seen offered Vets, since Returning from the USAF in March '69.
I comment all these personnel organizing or participating--
A damn good sham!

I would not say the Fair was not succesfull Because there Definately was an exchange of ideas and information. However, I feel those present wear not certain on which type of job they were qualified for and the companies tended to supply simply information about themselves rather than how they could use the Vet.

Also I might add, the lack of sufficient newspaper coverage or rather publisity on the fair probably caused fewer people in need of this service to be aware of it.

From what I participated in, yes, it was a success. The people involved were friendly and willing to answer all questions--from jobs to equality. One thing--I attended in the afternoon and all the booths weren't manned.

I got my notice of the fair at 300 the afternoon of the fair. When I arrived most of the prospective employers had already left. I could have found a job if I had known about the fair earlier.

The veterans opportunity Fiar--Is a great asset to veterans returning from the service
Keep up the good work

The Opportunity Fair is an excellent idea. There is nothing you can do if jobs aren't readily available, or if firms simply aren't hiring. This would obviously be the best aspect of the job fair. However, talking to employers is a help in evaluating yourself as well as the employer. You get an idea of what they're looking for and what you can do to make yourself more qualified for employment in the field of your interest. This Fair also shows someone cares and this is extremely important to the Vets.

Whether or not the fair was a success depends largely on what the objective was. If the objective was to provide job opportunities for veterans then it failed. I don't think the participants were really interested in hiring vets.

Too Many Tables With No one at the Table--No Signs saying when they will be there. Also a help would be whether immeadite Employment is available. What each company does. ie heating & cooling Machinist, Sales. These would be great helps in the Interviews.

From what I observed and information I received I would say it should have been a success. I liked the large representations from various fields.

This "Veterans Opportunity Fair" is a BIG success for the city of Columbus--it shows that our city cares about, and is trying to help, us veterans. But, the fair, in general, has offered very little opportunity to me. I received Little or no job or training opportunity from any of the companies with whom I talked! So, for me, the fair offered only more disappointment in my job hunting.

It is a very fine fair that possibly could be improved by running it longer or possibly once a month.

Athens Messenger
Oct. 3, 1971

6 In 10 Viet Veterans Making Use Of GI Bill

WASHINGTON (AP) — The head of the Veterans Administration says six of 10 Vietnam veterans are taking advantage of the GI Bill to go to college—twice the rate of World War II veterans—and that the VA is placing more emphasis on educational benefits for veterans from disadvantaged areas.

VA Administrator Donald E. Johnson asid in an interview that while GI benefits are available for college education, "we try to point out that there are other things below college level — completion of high school, on-the-job training benefits."

The VA is having success reaching veterans from inner-city areas, Johnson said, but a problem still remains reaching veterans from rural areas to inform them of the benefits available to them.

Excerpts from the interview:

Q. The primary responsibility for finding jobs for veterans lies with the Labor Department. What is the VA doing to help?

A: Well, you were correct that primary responsibility for finding employment for all citizens lies with the Department of Labor. It's about the only veterans program that I know of that is not under our jurisdiction. But any problem of the veteran is a problem of ours.

So we began some time ago to take the information about the GI Bill and the programs and the benefits available to the troops while they were still on active duty. We call it Outreach. We've had men in Vietnam. We have them in all the major separation points, in military hospitals talking to these men while they're still in uniform.

Q: Do you follow up after discharge?

A: Immediately after they're discharged and when DOD (the Defense Department) notifies us of that discharge, we send a letter to the veteran based upon the educational attainment of that individual.

There has been good participation. A little over half the Vietnam veterans have taken advantage of the GI Bill in one way or another. And our projections show that there would be even higher use of it.

Q: How does Vietnam veteran participation in the college benefits of the current GI Bill compare with World War II men took advantage of the bill and went to college. Six out of 10 of the Vietnam veterans are going to college.

Q: Unemployment among Vietnam veterans is running higher than unemployment in the rest of the country. Are there any programs for veterans who don't want to go to college?

A: The problem of joblessness or unemployment among Vietnam-era veterans is a real problem. One of the things that we proposed to the President and which he accepted was the creation of more on-the-job training programs for Vietnam-era veterans. Our recommendation was that we spend some money to contract what we call state approval agencies—basically state departments of public construction—to go out to the small and medium-sized businesses and help establish on-the-job training positions.

We began in July and we're making some good progress and theer's been a rather dramatic increase in on-the-job training programs.

Q: How do you get information about these programs to veterans who might participate in them?

A: We'ce gone into the inner cities to reach the unemployed there, to encourage them to take some kind of training. We're not overobsessed with the idea that everybody's got to go to college. We try to point out that there are other things below college level.

But while we recognize the problem of unemployment among the educationally disadvantaged in the inner cities, we find in this matter that half of the educationally disadvantaged veterans are in rural America. I think sometimes they are kind of the forgotten people.

The Vietnam veteran from Appalachia, some parts of the South, some parts of my own Midwest, who are high school dropouts, move back into their small towns and we find it difficult to make personal and direct contact.

We're having much better success in the inner city because you can go two blocks and find 10 veterans. Out there in my part of the country you have to drive 10 miles to find one veteran and then you've got a time and expense and personnel problem.

Q: What are you doing about these people?

A: We're looking for answers. I have put on a very distinguished educator who is the president-elect of the Rural Education Association, put him on as a short-timer consultant to see if he can devise some way to reach the educationally disadvantaged in the rural areas.

Q: If your overall programs of jobs for veterans are so good, why is their rate of unemployment still so high?

A: It's coming down. But we've got an overall unemployment problem in the country which has come about because of a slowing down in the economy which was largely triggered by the conversion from a wartime economy to a peace-time economy.

As we change priorities there is always a conversion problem and it leads to temporary unemployment. It's hit the Vietnam veterans but I think we've turned the corner there.

Mr. **Helstoski.** I would like to make one comment as to the first point extending entitlement from 36 to 48 months. Actually the 36 months is a period based on a 4-year course of study. Are you suggesting a 5-year course of study, Mr. Patton.

Mr. **Patton.** Sir, I believe it would do two things: For one thing, with the present GI bill 12 hours is considered full-time. So many veterans take 12 or 13 hours because that is considered full-time. Full-time or 13 hours to attain the 120 to 230 hours needed for a degree runs 10 semesters. So that is roughly 45 to 50 months, depending on the institution you are attending.

Now, if a veteran is able to take more hours and planning to get through school taking the normal 16- or 17-hour load, this might allow him to go onto a graduate program.

But if I might add here, after World War II the GI bill provided 4 years of educational benefits. Now, this wasn't just 36 months. If you chose to go to school 48 months you were able to do that after World War II. The fact is that many of the veterans—most of the veterans, I might say—chose to go to school the 4 years and take an undergraduate degree. Well, an undergraduate degree in 1950, I would say, would be equivalent in the job market to a master's degree today or possibly post-masters work. So this would be roughly commensurate with what the World War II veteran was able to attain on the GI bill. A man could go and get at least a master's degree and propably work on a doctorate today.

Mr. **McLaughlin.** There is another point I would like to add to this. When you get a chance to look at some of the statistics we have compiled at some of these fairs at Ohio and Missouri, you will see there is a trend toward technical and vocational training, technical schools, vocational schools, under the GI bill. So I think this trend will continue and the number of veterans wishing to attain this sort of technical education will increase.

So I think that probably the number of veterans—comparably, anyhow—-wishing to go on to graduate work will not be that great. But I think it provides them with the opportunity and it does not cut the GI bill off immediately after graduation from a 4-year school. It gives them the opportunity to go on when in, many cases, this man is married. Perhaps he has a child or two he must support. It is extremely difficult to make it if you have only the GI bill to go on. So it gives a man the opportunity to continue and compete with his peers, because his peers are now going on to graduate study. This is the reason why, essentiallly, we would like to see this go to 48 months.

Mr. **Helstoski.** Do you have any questions, Mr. Pucinski?

Mr. **Pucinski.** No.

Mr. **Helstoski.** I want to thank you for appearing before this committee to present your testimony. Mr. Patton, Mr. McLaughlin.

As our next witness we have Mr. William Vincenti from Newark State College in Newark, N.J.

STATEMENT OF WILLIAM VINCENTI, NEWARK STATE COLLEGE, NEWARK, N.J.

Mr. **Vincenti.** Mr. Chairman and members of the committee, thank you for the opportunity of appearing before you today. With your permission, I would like to enter my statement on the record and make a very brief oral presentation about our concerns at Newark State College.

I am the director of the veterans identity program, which is a specialized program for veterans out of Newark State College in New Jersey. Also, I am president of a newly formed organization entitled "American Educators for Veterans' Opportunities."

I shall center my remarks with four major points, which are:

1. The need for specialized educational programs for today's veterans.
2. The need for a national effort coordinated by the Veterans' Administration or a newly formed organization specifically charged with the responsibility of developing educational opportunities for veterans.
3. The need for a system of financial incentives for postsecondary schools in order that educational programs will be made available on a large scale.
4. The need for an increase in the educational assistance available under the GI bill.

On the first point, just to go along with some of the previous witnesses, studying the problem that today's veteran has, we find the very fact that as a veteran he is receiving money from the GI bill it precludes him from receiving substantial assistance from other Federal or State funded programs. The fact that he receives as a single veteran $1,700 for an academic year turns out to be very closely the cutoff point for many of the funded programs, which means that if he applies for another grant he receives very little, if anything, in addition to what he is receiving from the GI bill.

Figures stated in a recent newspaper article indicate that the typical assistance that a family or an individual must give to himself as he prepares to go to college is on the order of $1,600. You can see that the $1,700 he receives from the GI bill already is above that figure.

On the second point, I see a very strong need for a national effort to coordinate the multiplicity of programs and ideas which are being generated for veterans. I think this is something which can be done through the Veterans' Administration or it can be done, if you so desire, through another organization which works either in conjunction with the VA or autonomous from it.

Third, as you probably know, institutions of higher education are operating under what is commonly called a financial crunch in trying to meet their needs, and many of the private colleges, as well as public colleges, are reeling under this financial crunch.

I am happy to hear about Congressman's Pucinski's amendment to the Higher Education Act, and I see that as a welcome point toward improving the lot of veterans as they seek higher education.

Fourth, I reiterate once again that the GI bill allotment is above the amount of money that funding sources use as a cutoff point, and it might be advisable if this particular allotment were removed from any statement of earnings for a veteran so it would not be counted as he applies for grants and/or loans.

Finally, today's veteran is returning to a society which is very degree conscious, to the extent that he himself feels he is required to enter higher education. While this factor is applied to him, many culturally disadvantaged and low-income background veterans need specialized programs.

I thank you.

Mr. **Helstoski.** Thank you, Mr. Vincenti.

Mr. Winn, do you have any questions?

Mr. **Winn.** Yes; I would like to ask a question of Mr. Vincenti about his brief statement that the $1,700 is not enough—you do not say it is not enough, but you say when they get the GI rights it makes them ineligible for other grants. Do I understand you right that you are saying that you think they ought to receive the $1,700, the veterans under the GI bill, and also be eligible for one, two, or three more grants?

Mr. **Vincenti.** Yes; you understand me correctly. I think we, as veterans ourselves, are faced with having to locate either full- or part-time jobs to support ourselves. Today's veteran is also faced with that problem. With the rising costs across the entire spectrum, I think it would be a distinct advantage to him if he could gain substantial support from grant agencies, lending institutions.

The fact that he must go out and seek usually full-time employment to support himself really puts a damper on his getting involved in full-time programs in colleges.

Mr. **Winn.** Don't you think this puts us in a spot of giving $1,700 educational benefits to the veteran and at the same time, if he is able to get additional grants and additional outside money, this takes away from the already short funds that are available to other students?

Mr. **Vincenti.** I guess it depends on where we determine our priorities must lie. It certainly does.

Mr. **Winn.** The priority has already been stated in that this veteran, because he is eligible, gets $1,700, where many of us get many, many letters from students that are unable to get student loans at all. I don't know how the other members of the committee feel, but I feel that we want to be more than fair to the veterans. But at the same time we have other people who are just as anxious to secure an education that are having a real hard time securing any funds for additional schooling.

Mr. **Vincenti.** An additional factor—and I am sure you are familiar with this—is that the veteran is a bit older than some of the people you are talking about who are seeking additional aid. Typically, their life styles, their life experience, the fact that they have served in the service, causes them to seek to live on their own away from their families, and they really do not have the kind of support typically that your recent high school graduate has from their own families.

Mr. **Winn.** Well, basically, you are right; but, of course, there are exceptions. You have the veterans who are going back to school who are married who can rely upon their wives in some cases to help them. We have a high percentage of people in this Nation, the young people, the younger ones you referred to, that do want an education that cannot get help from home. The parents are having a tough time, or maybe there are no parents. I would just be reticent to change that unless we develop an additional program some way.

But we appreciate your testimony. Thank you.

Mr. **Vincenti.** Again that is one of the points I have made, that there should be specialized programs for veterans. As we look at, for example, a program in the State of New Jersey, an educational opportunity fund program, we find that a very, very small percentage of the people in that program are either from the age bracket that a veteran would most commonly be from or are veterans themselves. So they do need specialized programs.

Mr. **Helstoski**. Mr. Wylie, are there any questions?

Mr. **Wylie**. Thank you, Mr. Chairman. I would just like to say that I am sorry to be so late. I am a member of the Banking and Currency Committee, and we were considering in executive committee the so-called Economic Stabilization Act or phase II of the wage and price freeze, which most members of the committee are concerned about at this time, not that this is not important. I think this is important.

But let me say I am basically in favor of your position. I know generally that it is for increased educational benefits for veterans and I will read your testimony with much interest. Thank you very much.

Thank you, Mr. Chairman.

Mr. **Vincenti**. Thank you, Mr. Wylie.

Mr. **Helstoski**. Thank you very much for appearing before us this morning and giving us the benefit of your testimony.

(The testimony of William G. Vincenti to be submitted for the record follows:)

Prepared Statement of William G. Vincenti

Mr. Chairman Olin Teague, members of the committee, thank you for the opportunity of appearing before you today, I hope that what I am about to offer will be of some assistance to you in your deliberations.

I shall center my remarks about four major points, they are: 1) The need for specialized educational programs for today's veterans, 2) The need for a national effort coordinated by the Veterans' Administration or a newly formed organization specifically charged with the responsibility of developing educational opportunities for veterans, 3) The need for a system of financial incentives for post-secondary schools in order that educational programs will be made available on a large scale, 4) The need for an increase in the educational assistance available under the G.I. Bill.

I. Recent V.A. press releases indicate the average age of today's veteran is 26.7 years. Existing specialized programs for admissions to post-secondary schools are intended for the age group 18–21. The recent high school graduate has a specialized program under E.O.G. or E.O.F. The very fact that a veteran receives money through the G.I. Bill precludes him from receiving substantial assistance from these programs if he manages to be included in them.

Further, his very age, maturity, and life experiences cause him to be much different than his younger counterparts. The veteran is a highly motivated individual who desperately wants to succeed. Unlike the recent high school graduate who may have little or no direction the veteran has tasted life and is ready to take his place in society.

Among his needs is the need for specialized programs which seek to assist him through his initial experiences in higher education. The old "saw" which indicates that the freshman year is the most difficult of the entire college experience continues to be true for today's veteran.

II. There is a need for a national effort to be mounted to coordinate the multiplicity of programs and ideas which are being generated for veterans. While I firmly believe that each institution should find it possible to create its own programs and initiatives, I also believe that a strong foundation undergirding the national effort would provide substantial impetus to this effect.

The V.A. certainly could assume this responsibility. However, you may wish to consider a separate organization which might operate either autonomous or semi-autonomous from the V.A. to develop educational opportunities for veterans.

III. As we study higher education today, we find many of these institutions operating under a *Financial crunch* which has many of the private colleges reeling. With costs continuing to increase both in the public and private sector, many find themselves unable to offer substantial considerations to this significant segment of the population, namely the veteran.

Financial incentives, of the kind offered by Congressman Pucinski, either through the Higher Education Act or through additional allocations under the G.I. Bill would enable higher education the opportunity of serving many more veterans.

IV. The costs of gaining an education either from a public or private institution continue to increase unabated. Faced with these mounting costs the veteran generally seeks the least expensive institution to attend. However, this very factor, of low cost, works to his disadvantage since the general student finds it necessary to tighten his belt also.

It is worthy of note that for the first time in many years more than fifty percent of New Jersey's college bound students are attending within the state. Further, at Newark State College, this past year found approximately 5,000 freshman applying for 1,000 seats.

Also, the very fact that a veteran is receiving G.I. Bill monies precludes him receiving substantial assistance from existing federal and state programs of financial assistance. He can locate loan programs but he prefers not to place himself in debt. If the G.I. Bill allotment were removed from any statement of earnings this would be a valuable assist.

This veteran finds himself in difficult straits. He must locate part-time or full-time employment to augment his income. Certainly we were faced with this situation also. However, jobs are difficult to find in today's market place. The Department of Labor indicates that the unemployment rate for veterans is significantly higher than the general public. Additionally, the veteran is returning to a society which is degree conscious, to the extent that he feels required to enter higher education. While this factor is applied to him, many are from educationally disadvantaged, culturally distinct, low income backgrounds.

Mr. HELSTOSKI. We have as our final witness Mr. Stuart F. Feldman, program coordinator, Veterans Educational and Training Action Committee, representing the National League of Cities and U.S. Conference of Mayors.

STATEMENT OF STUART F. FELDMAN, PROGRAM COORDINATOR, VETERANS EDUCATION AND TRAINING ACTION COMMITTEE, NATIONAL LEAGUE OF CITIES AND U.S. CONFERENCE OF MAYORS

Mr. FELDMAN. Thank you very much, Mr. Chairman. I would like to read our statement. As I said I am pleased to be here today to present the views of the National League of Cities and U.S. Conference of Mayors on behalf of its member cities and State leagues on proposed legislation to increase veterans education assistance allowances. The opportunity to present these views before you, Mr. Chairman, and the distinguished committee is of major importance to us. Mayors Richard Lugar and Wesley Uhlman of Indianapolis and Seattle wished they could have made this presentation, but were prevented from doing so by the fact that the annual convention of the National League of Cities is being held this week.

We are greatly indebted to this committee for the guidance we have received from your members who serve on our Veterans Education and Training Action Committee (VETAC); the Committee Chairman Olin Teague, Congresswoman Margaret Heckler, Congressmen William Dorn and Roman Pucinski were kind enough to join. I might also state our appreciation for the willingness of Staff Director Oliver Meadows to share with us his wide knowledge of veterans questions. VETAC is a special effort by our organization which, in general, provides technical assistance to, and representation for, our Nation's cities and affiliated organizations.

The Veterans Education and Training Action Committee is cochaired by Mayors Carl Stokes and Richard Lugar, chairman of the National League of Cities, and cosponsored by the National Urban Coalition. This committee is deeply concerned for the well-being and the future of today's veterans. These men have served under difficult conditions in a little understood war and return to an economy where employment prospects are anything but bright. We are particularly concerned, as an organization of mayors, with the large numbers of men returning with a high school education or less to our cities. Particularly hard hit are the inner city veterans whose unemployment rates of up to 20 percent are not uncommon. We feel that one solution to this problem of the returning veteran is the increased use of GI bill opportunities, particularly if those opportunities can be combined with a part-time job.

I would like, at this point, to insert in the record a resolution which summarizes the points of view of our organizations. It will be presented today to the Convention of the National League of Cities, having been adopted by the human resources subcommittee on Monday. I will not read that resolution now.

Mr. Helstoski. Without objection, the resolution will be made a part of the record.

(The document referred to follows:)

RESOLUTION ON EDUCATION, TRAINING, AND JOB OPPORTUNITIES FOR THE VIETNAM VETERAN

All levels of government have responsibilities to provide opportunities for the men who served our country, many as draftees. This responsibility is heightened by the difficult economic situation to which these men return at a rate of one million per year.

The vast "scholarship" resources of the G.I. Bill, with $1.9 billion to support student veterans this fiscal year, and with Congress having a commitment to appropriate more funds as more veterans enroll, represent a major resource to train and educate our citizens. The Veterans Education and Training Action Committee (VETAC) of the National League of Cities and the U.S. Conference of mayors provides a means to help organize national action on behalf of the veteran.

Parallel local efforts are needed, mobilizing public and private resources, to create education, training and job opportunities for veterans, particularly those with a high school education or less. To accomplish this city governments should:

1. Mount an outreach effort through Model Cities and C.A.A.'s, aimed at recent vets, staffed by vets, to help vets use the GI Bill; act as a clearinghouse for jobs; and obtain commitments from the education community to serve the men.
2. Meet the program guideline goal of giving recent veterans one third of Emergency Employment Act jobs.
3. Adopt the VETAC split job concept, whereby two veterans share one forty hour job while both take full time education and training under the GI Bill.

Recognizing the major contribution to leadership and a skilled work force made by the current G.I. Bill, as well as the World War II and Korean G.I. Bills, we call upon the Federal government to amend the G.I. Bill to:

1. Reflect the impact of inflation on the costs of education, training and subsistence.
2. Provide comparable benefits in dollar terms to the World War II G.I. Bill.
3. Give a veteran returning to full time education and training at less than a graduate level, an initial year of benefits at a higher rate, than for subsequent years. This would minimize the amount of work he must do to support himself, while he makes the difficult transition to education.

Mr. Feldman. On the subject of the legislation at hand today, there are many bills before this committee. We know, Mr. Chairman, that you and the committee are open to suggestions and ideas as to the shape of GI bill legislation. We recognize that the GI bill is not designed as a complete subsidy for educational costs, but rather to give a man a substantial start toward that education. Our testimony will focus on general principles rather than specific provisions of the individual bills.

Our feeling is that today's veterans ought to have the same opportunity as World War II veterans to obtain an education. The major increases in the cost of living since the last GI bill increases in March 1970, and particularly the major increases in the cost of education, require an adjustment in GI bill benefits. The committee will, we are sure, carefully examine those costs and will be obtaining expert testimony and advice from organizations and Federal agencies more expert to comment on those costs than we are.

Our study of participation rates suggest one possible idea in allocating veterans benefit funds. We would like to suggest that higher benefits for the first year of college or post-high school education might be a great attraction to many veterans, if they felt that they could obtain the first year of education without going deeply into debt. If an additional $40 or $50 a month could be made available for this 1 year, men with limited previous college attendance or without high school degrees, could devote the bulk of their time to their studies. Such a differential would still require in most areas of the country a major student contribution. After that first year when the veteran could become educationally competitive, he could hold down the kind of part-time job responsibilities that a regularly competitive student veteran does.

The particular concern of our mayors is for veterans with a high school education or less, particularly those who gained no special skills in the service, and those who return to cities from low income, blue collar and minority backgrounds.

In this regard, we find most interesting the findings of a 1971 Defense Department research study on veterans' college enrollment. That study shows that veterans with a high school education or less are far less likely to use the GI bill to obtain a college education than veterans of like ability with preservice college attendance.

The figures in table 4 of the appendix to my statement show that 48.8 percent of veterans, who score in the highest ability category of the Armed Forces entry test, and who had preservice college, use the GI bill to return to education. That, of men who scored in the second ability category, and men in both categories have a good chance of success in college, about 46 percent use the GI bill to return to college. In contrast, of the men scoring in those two categories with no previous college, 26.4 percent of those in the first category and 18.9 percent in the second category use the GI bill to go to college.

One of the principal purposes of the GI bill, as recognized in the law, is to give opportunities to men who could not otherwise afford an education. We think that if funds were available to substantially cover the first costs of post-high-school or high school completion, many young men who might not otherwise fully realize their abilities would use the once-in-a-lifetime opportunity that the GI bill affords. This is because so many of these men lack confidence in their educational abilities and a complete understanding of what college is. Robert Ford, a recent veteran who used his GI bill opportunities, explains why veterans like himself fail to use their chances. It is primarily because of the unsophisticated high school graduate's lack of comprehension of what college means. Mr. Ford's letter is attached as an appendix.

When we talk of college in connection with the Defense Department study, it includes the junior and community college systems. These are a new phenomenon in our country in comparison with post-World War II when California was the pioneer. The junior and community colleges offer not only the traditional academic education, but also high-quality, low-cost technical instruction.

The DOD statistics from some major cities, and these tables are attached as table 10 of the appendixes to our testimony, show that in Atlanta 10.6 percent of the high school graduate veterans use the GI bill to go to college, versus 30.2 percent of those with 1 to 3 years of pre-service college; in Baltimore, 13.3 percent versus 50.3 percent; in Chicago, 12.7 percent versus 43.9 percent; in Cleveland 14.1 percent versus 45.6 percent; in Detroit, 16.3 percent versus 50.3 percent; in Los Angeles, 20.8 percent versus 44.5 percent; in New Orleans, 11.9 percent versus 35.9 percent; and in Pittsburgh, 14.1 percent versus 49.4 percent.

We want to discuss quickly several other problems that are addressed by legislation or by proposals contained in other testimony. We agree with the American Association of Junior Colleges that more must be done to expand the use of PREP and tutorial programs, and find their testimony most constructive on that subject. We would suggest, however, that a number of changes in the PREP program might be achieved by less restrictive administrative interpretations of the 1970 law, whose intent, we believe, was to dramatically create new opportunities for servicemen and veterans. Further, we believe that combined legislative and administrative changes may be needed to deal with the problem of payments delays, both as they affect individual student veterans and educational institutions.

Let me briefly describe the efforts we are undertaking, Mr. Chairman, through the Veterans Education and Training Action Committee. I think these are relevant to this committee's deliberations for several reasons. One, you are concerned with the effective delivery of services, particularly educational services to veterans. This committee directed the Veterans' Administration to carry on a major outreach effort in the 1970 amendments. As we understand it, the Veterans' Administration has not been given the additional resources necessary to carry out that effort. However, the mayors feel that they have substantial capacity through their model cities and community action agencies that, if trained and involved, and here VA assistance would be most helpful, could provide reference services for veterans. One of the other major functions of our national effort that should be of interest to this committee is to systematically provide part-time jobs for student veterans. As the philosophy of the GI bill does not contemplate that a full scholarship would be provided to veterans but rather significant readjustment assistance, we feel that particularly the low income and minority veterans need an assured source of part-time employment. That is why our resoultion and overall efforts have focused on the Emergency Employment Act.

Under the Office of Economic Opportunity $1 million grant, our organizations, through VETAC, are undertaking demonstration projects in 13 cities. Under the sponsorship of the mayor, an umbrella committee is formed which combines a veterans education, training and jobs thrust. All relevant organizations, both public and private, Federal, State, and local, are involved. A heavy representation of recent veterans also participate. Projects staffs consist of recent veterans who have used GI bill opportunities. These men reach out for their fellow veterans and assist them through what appears, to men lacking an education orientation, to be a difficult system. In this, we complement and work with the Veterans' Administration.

The committee is staffed by recent veterans and is under the direction of a city agency. These veterans in turn go out and reach their fellow veterans who have not availed themselves of the GI bill opportunities and explain to them how to use those opportunities, help them through the sometimes torturous process of college or school applications, and assist them in filling out their GI bill forms.

The committees have two other major tasks besides the recruitment task. One is to obtain a commitment from the education institutions in the community to provide educational opportunities for recent veterans in large numbers, and to offer the courses they need to become educationally competitive.

The third principal activity is to obtain for veterans part-time jobs so that they can use the GI bill opportunities. We have programs underway in Indianapolis, Seattle, Los Angeles, Wichita, and Miami. Others in Detroit and Chicago will begin within a few weeks. We are joining with the Appalachian Regional Commission, which has voted $250,000 to be added to our $60,000 for at least three Appalachian projects.

Seattle is the most advanced project. Joe Garcia, a young veteran, came to the city's human resources administrator, Ed Singler, and offered to work on veterans' problems. He returned day after day, working as a volunteer. Singler hired him, and when our program was announced, Seattle aggressively pursued a commitment from our organization to become one of the project cities.

Given that commitment, Garcia and his staff of veterans, with Mayor Wesley Uhlman and Singler's firm backing, raised $120,000 from other local sources, including $60,000 from the community action agency, to mount an across-the-board veterans effort. It emphasizes the creation of education and training opportunities for returning GI's and the part-time jobs these men need to complete such education. The veterans have been able to obtain commitments for at least 180 public jobs from city, county, and State agencies. These jobs will probably bring in salaries of close to a million dollars for veterans.

Many of them will be split between two veterans, both of whom will go to school full time and share the 40-hour job income and work responsibilities. This split job concept is one VETAC developed and persuaded the Labor Departmet to write into its guidelines for the Emergency Employment Act. We are hopeful that the Federal Government would adopt a split job for Federal hiring and, thereby aid student veterans.

Seattle veterans have worked with the Veteran's Administration to develop a $115,000 drug project. All of the activities for veterans will be housed out of the Seattle Veterans Action Agency. This group has the cooperation of the Veterans' Administration in Seattle and its contact people are being trained by the VA. We are hopeful that the

Seattle project will set a pattern for projects sponsored by other cities.

In this regard, we were fortunate that the enactment of the Emergency Employment Act coincided with this major veterans effort. For many additional cities, other than those we can fund with the limited dollars of our grant, are undertaking veterans outreach efforts. These can be funded through the Emergency Employment Act. In addition, Model Cities has adopted a new citywide planned variations program which makes $80 million available to 16 cities, many of which we believe will undertake VETAC programs.

But, even more importantly, our cities are adopting our split job idea and enabling veterans enrolled in the GI bill to share a 40-hour job while both go back to school. A number of mayors in cities which are not receiving project grants are already undertaking four-point veterans programs. The exciting example of the Seattle project and the adoption by the League of Cities of the veterans education, training and jobs resolution should involve other cities to additional actions on behalf of veterans.

Mr. Chairman, this concludes my presentation. I would be delighted to answer any questions you might have.

Mr. HELSTOSKI. Thank you. Without objection, the appended information will be made a part of the record.

(The document referred to follows:)

CITY ADOPTION OF THE SPLIT JOB CONCEPT

NOVEMBER 4, 1971.

Mayor Sam Yorty today issued an administrative directive which would "significantly increase" jobs for Vietnam and Korean veterans who need part-time work.

The Yorty plan could double the number of positions available to veterans under the Federally-funded Emergency Employment Act (EEA) which is providing $23,329,000 to produce new municipal service jobs to offset currently high unemployment.

Yorty urged City department managers to consider hiring two Vietnam or Korean veterans now using their GI Bills for education and training for each available full-time EEA position, with each man, or woman, working half-time.

"Since these veterans would already be receiving $175 a month in educational or training benefits, the half-time City salary would combine to make a living wage and provide badly needed part-time employment," Yorty explained.

"The proposed plan has the necessary flexibility to fit into any departmental operation. Any time division could be used as long as it would give each employee forty hours of work during any given eighty-hour pay period," Yorty said.

"We have a great debt and responsibility to these veterans," the Mayor asserted, "and we should do everything possible to provide both educational and employment opportunities particularly with the wind-down of U.S. involvement in Vietnam."

"The transition from battlefield to civilian life becomes increasingly difficult during periods of economic slowdowns and generally high unemployment," Yorty noted.

"Government and private enterprise alike need to face the problem of our returning veterans with creativity and commitment, providing meaningful employment opportunities wherever and whenever possible," Yorty said.

[Reprinted from the Congressional Record, Senate, March 31, 1970, S–4683]

A VETERAN VIEWS THE PROBLEM AND PROPOSES A SOLUTION

DUNCANNON, PA., *January 28, 1970.*

To Senator ALLEN CRANSTON and Chairman OLIN E. TEAGUE.

DEAR CHAIRMAN TEAGUE AND SENATOR CRANSTON: I am currently in my senior year at the Capitol Campus, Pennsylvania State University. I am going to school on the GI Bill, and recognize the various reasons why many veterans do not take advantage of this program. Many persons have expressed the critical reason as the veterans feeling uncertain about their ability to go to college. There is, however, an even more critical reason which, combined with uncertainty, prevents many veterans from reaching the campus. This is the problem of "HOW".

Many veterans are simply unaware of the basic procedures required to enter college. Accompanying this, they are unaware of all aspects of college life such as: types of courses available, study methods, and in general, just what will be required of them as a college student.

This unawareness has been repeatedly overlooked because of one main reason. The reason is that virtually everyone who is concerned with higher education is himself a product of higher education, either as a graduate or a current faculty member. These persons have been college oriented since high school days. They prepared to go on, were counseled in this respect, and finally entered the world of higher education. Because of this atmosphere, or "college orientation," persons who today are in a position to effect the enrollment of veterans are also, through no fault of their own, overlooking the critical reason for what appears to be a lack of interest in the GI Bill.

Many veterans indeed became veterans because of a poor economic background or simply a lack of interest in their own education. The maturity, discipline, and motivation which they gain in the service still leaves them in the dark as far as college is concerned: If anything, college has become even more unknown. In short, many veterans want to go to college if someone would only show them how.

For this reason, the veterans fraternities of Harrisburg Area Community College and the Capitol Campus, Pennsylvania State University, have initiated a program designed to recruit veterans into college. From discussions among ourselves, we have found that most of us had experienced the same problems when we were attemtping to enter college.

I cannot over-emphasize the value of the human aspect of our approach. We are veterans talking to veterans. We speak the same language, and through this means we first describe our own experience in college and generally try to reduce the fear of the unknown. We then describe different courses and methods of scheduling to fit jobs or other situations. We try to answer any questions about college and we even help to submit applications. We also have an unwritten code that once a veteran becomes a student our best students in any particular course will tutor any GI who is having trouble in that particular course. In other words, when we counsel, we tell veterans, "If you go to school, we'll make sure you stay."

I feel that our methods would be highly successful nationwide with an adequate program. I am enclosing a few items about us with the hope that we may shed some light on the current problems connected with the GI Bill. As veterans who are now college students, we do know what others are up against and we hope to help them overcome these problems by using our experiences.

Concerning the current proposals, I have noticed that Senator Cranston's bill would provide finances for special, or developmental courses. This is most important particularly to our fellow veterans belonging to minority groups or from poor economic backgrounds. In many cases, these special courses are their only hope to be able to compete academically in the classroom with the younger students.

I would welcome the opportunity to expand on these many other areas at your request, and hope that I have been of some assistance.

Respectfully yours,

ROBERT D. FORD.

We are working with Mr. Ford to implement his idea. He is a member of our National Committee, who was hired by Governor Shafer to run the Pennsylvania Action for Veterans Education (PAVE) in Pennsylvania. Governor Shapp subsequently named him State Director of the Selective Service.

THE INITIAL PROGRESS REPORT OF THE FOREMOST CITY SPONSORED VETERANS PROJECT (TO DATE)

CITY OF SEATTLE,
EXECUTIVE DEPARTMENT,
OFFICE OF HUMAN RESOURCES,
Seattle, Wash., October 11, 1971.

MEMORANDUM

To: Ed Singler, Director, Office of Human Resources.
From: Joe Garcia, Coordinator, Veterans' Affairs.
Subject: Six-week report to the National League of Cities/U.S. Conference of Mayors.

The following information is being made available with the hope that it will explain how Seattle Veteran Action Center (SEA-VAC) is coordinating its efforts with existing community servicing agencies and creating alternatives when needed.

SEA-VAC is funded jointly by City of Seattle,[1] Office of Human Resources, and the local Community Action Agency (Seattle-King County Economic Opportunity Board, Inc.). The community emphasis is generated by the Outreach component of SEA-VAC and the Administrative function is carried out by the Planning and Services Component of the program. Also, additional staff support for P&S is provided by the work-study, Employment Supplement Program (ESP), and the volunteer functions of SEA-VAC. All program decisions are made by staff input and implemented by the Program Director and Outreach Coordinator.

Primary coordination has been accomplished with the educational institutions in the Seattle-King County area, a job team has been functional for about six-weeks and coordinated with State Employment Security, Concentrated Employment Program (CEP), and Manpower Services Center to insure the highest rate of veterans contact; and a linkage has been established and strengthen with the local V.A. Hospital to process and refer veterans with health problems. mental as well as physical problems.

Working closely with the Mayor's Task Force on Education to Aid Returning Veterans, SEA-VAC brought together all the Education Institutions in the Seattle-King County area to discuss, but more importantly treat, he educational problems the returning veterans are confronting after seperation from military service. Realizing that approximately 5,500 veterans in our area lack a high school education we requested a local community college to expand their Adult Basic Education Program to accomodate more veterans. After numerous meetings with the program's director we were granted permission to make veteran referrals that would be given preference on the waiting list. In the interim, we are preparing these veterans via five-teacher team that volunteer their time to tutor and assist our referrals to insure ABE/GED success. The teacher teams work at the SEA-VAC Center.

At the present time we are working closely with the National Alliance of Businessmen (NAB) in a special grant from the Department of Labor to provide part-time jobs for student-veterans in the private sector. We are also planning a "Sponsor A Veteran In School" fund raising campaign in the near future. We hope to accomplish two things: (1) secure enough funds to request federal matching funds to create a Veterans Work-Study Program in our area; and, (2) to enlist private employers support for part-time jobs.

We have just completed the first rough draft of Veterans-Special Training and Education Program (VET-STEP). This program is designed for the educationally disadvantaged veteran that needs a lot of personal contact and attention with an array of supportive services that will instill self-confidence and help the participant back into the mainstream of society. This program will be in contact with local universities and become an Educational half-way center for veterans.

In the area of employment, in conjunction with the Mayor's Task Force on Employment to Aid Returning Veterans we have succeeded in securing free space for the SEA-VAC Job Team. During the six-week operations of this Job Team we have processed about 450 veterans, made 104 direct job referrals, 304 supportive service referrals and placed 50 veterans in jobs. We have excellent linkages established with the State, County and City EEA offices and this working relationship is being strengthened. Of course, we are deeply concerned with the low numbers of the Special Veterans being hired in the EEA Programs but have been insured that this problem area is being rectified. We plan to continue to closely monitor this matter. SEA–VAC Job Team coordinates all its efforts with the Veteran Employment Representatives from State Employment Security Offices. Other programs in the employment field being coordinated through our Job Team are National Alliance of Businessmen's Job for Veterans Program, and the U.S. Civil Service Veterans Readjustment Employment Program for Vietnam-Era Veterans.

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[1] This represents a $50,000 grant from the National League of Cities and U.S. Conference of Mayors' OEO-funded Veterans Education and Training Action Committee Program.

A major accomplishment of this task force has resulted in a letter from the Mayor of Seattle to the Governor strongly urging the establishment of a one-stop employment facility for veterans in the Seattle-King County area to be called the Veterans Employment Center. The establishment of such a center would cut down the number of locations a veteran must go to to secure job information to one central location.

Another important linkage that was established in recognition of SEA–VAC's positive efforts in the veteran community was when START-UP (a UGN funded program directed at assisting people who have exhausted their Unemployment Insurance Compensation) asked SEA–VAC to furnish an individual to handle all veterans who come within this category of assistance. We were the only veteran servicing agency requested to participate in this program. Start-Up provided the office space, telephone, office furnishings and supplies to accommodate our staff personnel. From this location we provide a referral system for veterans who exhaust their U.I. benefits of all available resources open to him/her via the G.I. Bill, SEA–VAC Job Team, V.A. OJT Program, emergency needs, etc.

The Task Force on Health Services is working closely with the V.A. Hospital in putting together a Drug Program for veterans in our community. We accomplished one monumental task in that the V.A. Hospital will locate its program in the community and tie-in to the existing community drug abuse programs where many veterans are presently receiving treatment. Through the cooperation of the director of Social Services at the V.A. Hospital we make referrals to the Out-Patient Counseling Clinic for socio-psycho professional assistance. I must emphasis the close relationship that has developed between the V.A. Hospital and the City of Seattle due to the efforts of SEA–VAC and the Social Services Department to assist the veteran with drug related problems.

SEA–VAC also has a very active legal component that deals with the problems of veterans with other than honorable discharges and those problems accurred by such discharges. We have just recently approached the City Civil Service Department in requesting a change in their regulation that discriminates against veterans with other than honorable discharges. and neglects women veterans. Also, this legal component is compiling a case load of veterans with other than honorable discharges to prepare a class action suit to be reviewed and hopefully reverse bad discharges and reinstate these veterans their rights and give them a second chance at life. Our emphasis is being placed with those veterans who received bad discharges due to drug related problems and racial discrimination.

We are presently sending Technical Assistance Teams to each educational institution in the area for the purpose of organizing Campus Vet Clubs to make their respective campus more responsive to their veteran population. We hope this response is in the form of more liberal financial assistance, i.e., loans, grants, added staff to process paper work for the veterans enrolling, etc. We are also encouraging Campus Vet Clubs to use SEA–VAC as a resource center for assistance and an advocate for their issues.

At this time we are using all available resources we can find such as Community Food Banks, Food Stamp Out-Stacions, Goodwill, Salvation Army, and other community resources that can meet emergency needs. Due to the present economic depression in our area these resources are inadequate and quickly exhausted and this adds to the frustration and growing anger of the veteran who is seeking assistance.

Let me close by saying that due to dedication of staff, many of whom have not yet received any form of monetary compensation, SEA–VAC has accomplished the above tasks, but more importantly we are becoming a household word in the Veteran Community of the Seattle-King County Area.

I would welcome the opportunity to expand on these and many other areas at your request, and hope that I have been of some assistance.

WES UHLMAN, *Mayor.*

Factors Relating to Post-Service College Enrollment Among Army First-Term Separatees

[Report No. MA 71-2]

(Prepared by Eli S. Flyer, Office of the Director for Manpower Research, Office of the Deputy Assistant Secretary of Defense (Manpower Research and Utilization), Department of Defense; Allan H. Fisher, Jr., Human Resources Research Organization (HumRRO); Larry Mitchell, Manpower Development Programs Office, Human Resources Laboratory, Department of Air Force, February, 1971)

TABLE 3.—1ST-TERM ARMY VETERANS: PERCENT ENROLLED IN COLLEGE (BY EDUCATION LEVEL AT SEPARATION, RACE, ENTRY SOURCE, AND MARITAL STATUS AT SEPARATION)

VETERANS WITH PRESERVICE HIGH SCHOOL ONLY

Race and entry source	Marital status		
	Married	Single	Total
Total	8.9	15.4	13.4
Caucasian	9.2	16.2	14.0
Negro	6.5	10.4	9.4
Enlistee	13.2	20.3	18.1
Inductee	6.8	12.8	10.9
Caucasian enlistee	13.7	21.3	19.0
Negro enlistee	8.9	13.1	12.0
Caucasian inductee	7.0	13.4	11.3
Negro inductee	5.5	9.0	8.1
VETERANS WITH SOME PRESERVICE COLLEGE			
Total	37.4	47.9	44.8
Caucasian	45.3	48.7	45.4
Negro	29.6	38.9	36.3
Enlistee	42.8	51.5	48.6
Inductee	34.9	46.6	43.3
Caucasian enlistee	43.4	52.2	49.2
Negro enlistee	33.6	40.6	38.4
Caucasian inductee	35.5	47.4	43.9
Negro inductee	28.4	38.5	35.7

Note: To provide clarification to the tables, the words "1st-term Army veterans," and the words "preservice high school, or college" are added throughout tables 3, 4, 9, and 10.

TABLE 4.—1ST-TERM ARMY VETERANS: PERCENT ENROLLED IN COLLEGE (BY EDUCATIONAL LEVEL AT SEPARATION, RACE, ENTRY SOURCE, AND AFQT SCORE)

VETERANS WITH PRESERVICE HIGH SCHOOL ONLY

Race and entry source	AFQT score category				
	IV	III	II	I	Total
Total	6.1	11.7	18.9	26.4	13.4
Caucasian	5.6	11.6	18.9	26.4	14.0
Negro	7.0	13.1	20.9	22.5	9.4
Enlistee	9.2	14.8	23.3	31.9	18.1
Inductee	5.1	10.1	15.9	21.4	10.9
Caucasian enlistee	9.1	14.9	23.4	31.9	19.0
Negro enlistee	9.3	14.4	20.9	33.3	12.0
Caucasian inductee	4.6	10.0	15.8	21.5	11.3
Negro inductee	6.1	12.1	20.9	(1)	8.1
VETERANS WITH SOME PRESERVICE COLLEGE					
Total	30.1	41.7	46.9	48.8	44.8
Caucasian	32.7	42.0	46.9	48.9	45.4
Negro	27.4	39.6	49.0	43.3	36.3
Enlistee	35.2	45.1	50.0	51.1	48.6
Inductee	29.6	40.7	45.6	47.5	43.3
Caucasian enlistee	35.6	45.9	50.1	51.0	49.2
Negro enlistee	28.5	39.5	43.6	(1)	38.4
Caucasian inductee	32.1	40.9	45.5	47.5	43.9
Negro inductee	27.2	39.6	51.4	(1)	35.7

[1] Rates not reported due to small number of cases. (See note at bottom of table 3).

1ST TERM ARMY VETERANS: TABLE 10.—PERCENT ENROLLED IN COLLEGE AND JUNIOR COLLEGE (BY CITY OF RESIDENCE AND RACE)

VETERANS WITH PRESERVICE HIGH SCHOOL ONLY

City of residence	Race Caucasian	 Negro	 Total
Atlanta	15.6	4.7	10.6
Baltimore	15.7	9.6	13.3
Boston	15.3	8.3	14.8
Chicago	13.9	9.9	12.7
Cincinnati	13.9	4.5	12.6
Cleveland	14.5	12.4	14.1
Columbus	12.8	11.4	12.6
Dallas	16.2	6.4	13.4
Dayton	12.7	7.7	11.9
Denver	16.2	9.5	15.5
Detroit	18.5	12.6	16.3
Fort Worth	19.9	6.5	17.7
Houston	14.0	8.1	12.1
Indianapolis	12.0	3.9	10.8
Los Angeles	24.2	15.5	20.8
Louisville	7.3	5.5	7.0
Memphis	11.7	13.2	12.3
Milwaukee	14.4	6.7	13.6
Minneapolis	17.6	(1)	17.2
New Orleans	11.3	12.2	11.9
New York City	14.4	11.2	13.6
Oklahoma City	15.6	7.8	14.8
Philadelphia	13.0	9.3	11.5
Phoenix	24.0	(1)	23.5
Pittsburgh	14.0	15.8	14.2
Portland, Oreg	22.6	(1)	22.1
San Antonio	20.7	7.1	19.8
San Francisco	25.7	15.5	23.3
Seattle	25.0	(1)	24.8
St. Louis	17.1	10.7	15.6

VETERANS WITH SOME PRESERVICE COLLEGE

City of residence	Caucasian	Negro	Total
Atlanta	36.0	24.2	32.7
Baltimore	51.6	47.7	50.3
Boston	50.1	----------	48.7
Chicago	45.5	37.5	43.8
Cincinnati	52.7	(1)	51.8
Cleveland	44.7	(1)	45.6
Columbus	44.9	(1)	43.6
Dallas	34.8	25.4	33.1
Dayton	31.1	(1)	37.7
Denver	40.1	(1)	39.9
Detroit	51.7	46.0	50.3
Fort Worth	40.0	(1)	39.7
Houston	42.7	21.1	39.7
Indianapolis	40.5	(1)	38.9
Los Angeles	48.9	32.2	44.5
Louisville	34.1	(1)	33.0
Memphis	38.0	40.7	38.8
Milwaukee	43.0	(1)	42.1
Minneapolis	40.8	(1)	41.7
New Orleans	(1)	(1)	35.7
New York City	45.1	36.1	43.8
Oklahoma City	50.4	(1)	50.8
Philadelphia	51.1	42.5	49.4
Phoenix	49.7	(1)	48.8
Pittsburgh	49.1	(1)	49.4
Portland, Oreg	52.1	(1)	51.4
San Antonio	53.0	(1)	51.7
San Francisco	44.8	41.8	44.3
Seattle	51.8	(1)	51.6
St. Louis	46.2	34.6	44.6

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[1] Rates not reported due to small number of cases. (See note at bottom of table 3.)

1ST-TERM ARMY VETERANS: TABLE 9.—PERCENT ENROLLED IN COLLEGE AND JUNIOR COLLEGE (BY STATE OF RESIDENCE AND RACE)

VETERANS WITH PRESERVICE HIGH SCHOOL ONLY

State of residence	Race		
	Caucasian	Negro	Total
Alaska	7.3	(1)	7.1
Alabama	8.9	6.6	8.1
Arkansas	9.0	15.7	10.5
Arizona	21.3	20.8	21.3
California	25.8	17.5	25.2
Colorado	16.7	12.1	16.5
Connecticut	15.3	6.3	14.4
Washington, D.C	29.2	10.4	13.0
Delaware	----------	----------	----------
Florida	19.8	11.5	17.7
Georgia	8.1	5.2	7.4
Iowa	9.7	9.5	9.7
Idaho	18.3	----------	18.3
Illinois	13.2	10.4	12.9
Indiana	[illegible]	[illegible]	[illegible]
Kansas	14.6	12.2	14.5
Kentucky	5.7	5.1	5.7
Louisana	6.5	8.2	7.2
Massachusetts	16.1	10.1	15.9
Maryland	8.9	7.3	8.6
Maine	7.4	(1)	7.4
Michigan	14.3	12.6	14.1
Minnesota	12.3	10.2	12.3
Missouri	10.6	11.2	10.7
Mississippi	8.0	13.4	10.2
Montana	18.2	(1)	18.4
Nebraska	14.6	(1)	14.9
North Carolina	6.3	5.0	6.0
North Dakota	14.8	(1)	14.8
New Hampshire	11.6	(1)	11.6
New Jersey	17.3	9.2	16.1
New Mexico	16.4	(1)	16.7
Nevada	13.5	(1)	13.5
New York	14.7	11.4	14.2
Ohio	9.8	10.1	9.8
Oklahoma	12.7	10.3	12.6
Oregon	17.7	(1)	17.6
Pennsylvania	11.1	9.7	11.0
Rhode Island	18.2	(1)	18.0
South Carolina	7.0	4.4	5.7
South Dakota	17.7	10.2	17.7
Tennessee	9.0	10.2	9.1
Texas	16.0	6.5	14.5
Utah	19.1	(1)	19.0
Virginia	13.0	7.6	11.8
Vermont	8.2	(1)	8.2
Washington	20.0	17.6	20.0
Wisconsin	10.0	6.0	9.9
West Virginia	8.8	11.7	8.6
Wyoming	17.6	(1)	17.9

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[1] Rates not reported due to small number of cases.

VETERANS WITH SOME PRESERVICE COLLEGE

State of residence	Caucasian	Negro	Total
Alaska	30.2	----------	29.8
Alabama	43.2	41.9	42.9
Arkansas	36.1	44.0	38.1
Arizona	55.4	----------	54.7
California	50.4	39.5	49.8
Colorado	43.0	----------	43.1
Connecticut	45.0	----------	43.8
Washington, D.C	46.4	37.6	40.6
Delaware	----------	----------	----------
Florida	48.2	33.8	45.9
Georgia	39.2	33.3	38.0
Iowa	39.7	53.8	40.0
Idaho	38.1	----------	38.1
Illinois	44.8	37.8	44.3
Indiana	41.4	23.1	40.4
Kansas	47.4	----------	47.5
Kentucky	40.4	----------	39.7
Louisiana	38.1	23.9	33.6

1ST-TERM ARMY VETERANS: TABLE 9.—PERCENT ENROLLED IN COLLEGE AND JUNIOR COLLEGE (BY STATE OF RESIDENCE AND RACE)

VETERANS WITH SOME PRESERVICE COLLEGE—Continued

State of residence	Race		Total
	Caucasian	Negro	
Massachusetts	46.5	------------	45.8
Maryland	36.0	------------	34.7
Maine	48.8	------------	48.8
Michigan	45.3	48.3	45.4
Minnesota	43.4	------------	43.8
Missouri	45.0	39.2	44.6
Mississippi	24.0	39.3	30.7
Montana	45.7	(1)	45.7
Nebraska	41.0	(1)	41.1
North Carolina	36.2	33.3	35.6
North Dakota	47.5	(1)	47.5
New Hampshire	32.4	(1)	31.3
New Jersey	46.2	30.5	45.2
New Mexico	50.2	(1)	49.5
Nevada	43.8	(1)	44.5
New York	43.6	36.0	43.1
Ohio	41.4	48.7	41.8
Oklahoma	47.2	45.3	47.1
Oregon	47.5	(1)	47.4
Pennsylvania	45.3	44.3	45.3
Rhode Island	43.3	(1)	42.5
South Carolina	38.7	30.4	36.0
South Dakota	43.0	(1)	43.0
Tennessee	48.8	43.1	47.9
Texas	41.5	26.2	39.6
Utah	55.3	(1)	55.7
Virginia	43.9	28.5	40.9
Vermont	33.3	(1)	35.3
Washington	46.9	(1)	46.7
Wisconsin	42.3	(1)	42.1
West Virginia	42.8	(1)	42.6
Wyoming	54.8	(1)	54.8

[1] Rates not reported due to small number of cases. (See note at bottom of table 3).

Mr. HELSTOSKI. Mr. Winn, do you have any questions?

Mr. WINN. I have one question on page 5. Your suggestion to give higher benefits for the first year of college, or post-high-school education, which you feel would be a greater attraction to many veterans if they felt they could obtain a first year education without going deeply into debt, sounds pretty good, but I would like to dig a little deeper into it. Have you made any studies to find out how much in debt the average veteran goes when he goes back to school?

Mr. FELDMAN. We haven't made any other than subjective studies working with the veterans that we have on our national committee and as consultants to us and those in the cities. We find that the men, particularly in the first several months while they wait for their VA checks are really strapped. They have large initial obligations to pay in the form of tuition, have to borrow or assume responsibility and are actually unable to pay their bills.

Mr. WINN. Have not many of the colleges allowed, in this case where they are waiting for the checks, a 45-day and some as high as 60-day postponement in paying for the tuition.

Mr. FELDMAN. I think a number of colleges have been responsive in that fashion, but a number of others, because of the financial bind the colleges find themselves in, have refused to defer tuition.

Mr. WINN. But you have no studies other than by word of mouth that would bear out the fact? You haven't gotten any information from savings and loans or banks? I suppose this is where the veterans would go to borrow money if they were going into debt.

Mr. FELDMAN. Again, it is subjective and it varies from city to city. We are told by the colleges that are working with us and the student veterans that in a number of cities those guaranteed student loan programs are not just undertaken by the banks. In fact, this led the American Legion in Illinois to set up an emergency loan program through the Illinois Veterans' Club, the State federation of veterans clubs which we are working with.

Mr. Winn. I am trying to ascertain this in my mind. I know they have talked about them going into debt, but I don't know that they are. I wonder if this is a factual problem that we can pinpoint.

Mr. Feldman. Another thing that affects the situation—and we had some student veterans working for us over the summer as consultants—is the fact that the downturn in the economy has made it a problem for people to get summer and part-time jobs as they had in previous years before the unemployment rate started to climb. This, again, prevents them from building up that cushion before they enter college that would enable them to pay for things out of reasonable savings.

I shouldn't have focused in this testimony so much on that debt problem, because what really worries me more is the fact that a fellow would have to work a substantial number of hours during that first year when he could be studying to acquire the basic reading skills that he might not have acquired before he went into the service, which is why you passed the PREP program.

Mr. Winn. Again, this sounds good, and I don't disagree with the philosophy. But again I revert back to my mail. I don't know what the other members of the committee have found, but I have found that too often just not veterans but students have started their schooling and have received grants, have received financial aid, and then somewhere along the line either the year before they are to graduate or their last 2 years they no longer get financial help and they are struggling to try to get their degree.

Now, are we going to be doing this? Are we doing this to veterans until we get them involved and give them these incentives and then withdraw the financial support, or are we doing them a favor?

Mr. Feldman. I think as long as they understand the purpose behind giving them more money in the first year so they can devote more time to their studies, hopefully the economy will turn around and there will be more jobs. For example, the Higher Education Act that passed the House provides work provisions for veterans. Right now they have been excluded in many schools from educational grants and work-study and loans, because having $1,600 a school year they are in much better shape than some of the other students.

Mr. Winn. You could try to educate them, but when any human being doesn't have $50 in their pocket that they are used to having the previous year, I think we may be hurting the situation more than helping it. I really do. I am just throwing that out for something to think about. If they are counting on it and they are used to living that way and that is what they are used to having to pay for their education their first year and then we take it away from them, I think we are not doing a very good job of public relations, plus taking the $50 or $60 a month away from them.

Mr. Feldman. It just struck us that this would be a better way to allocate any scarce resources rather than spreading them over the 4 years in a sum this wouldn't make any difference. After one year they could really carry the kind of job loads that people do in undergraduate and graduate school and later on when they get accustomed to working effectively in the academic setting.

Mr. Winn. Usually the schooling and courses get tougher as they go along. They may get the feeling and in the swing of things of getting back into college, but the courses get tougher, too, when they get into the third and fourth semesters of the more advanced studies of what they started with. I just think there must be some other way, some other incentive that would do a better job rather than what you are talking about, because I think this might backfire.

I do think we ought to develop an incentive to get them back to school. These figures that you have developed here are very interesting and very intriguing and very discouraging.

Thank you, Mr. Chairman.

Mr. Helstoski. Mr. Wylie?

Mr. Wylie. Thank you, Mr. Chairman. I have just a couple of comments and questions. Mr. Winn has touched on a problem which has been the source of considerable difficulty I know. As a matter of fact, I recently had a case involving a veteran who was attempting to enroll in Ohio State University but did not have the money for tuition and books. Because he was late in returning he was late in making his application, and so forth, and there was a delay in approving the veterans benefits.

I called the registrar of Ohio state to see if there was any way he could be admitted with a waiver or maybe suspending the cost of the tuition until such time as the veterans benefits would be forthcoming.

Their answer was, one, that they have tried that in the past and that if they make an exception for the veteran they would be in the position of where they would have to make other exceptions where there was a need, and, two, that they had bad experiences in situations where veterans would go awhile and then drop out so they were not qualified for veterans benefits and, yet, on the books there was a charge which they couldn't collect from anyone.

Now, as I understand it from counsel, there is an administration bill—and perhaps I should have asked this of the previous witnesses, but I didn't know about it at the time—which would allow the Veterans' Administration to pay the cost of a veterans education for 2 months in any approved college without too much preliminary investigation and without too much looking into the question as to whether he is going to stay there or what comes thereafter. What would you think of that concept?

Mr. Feldman. It seems at first glance that that could be very helpful. I understand that this year the payments problem has been moderating because of the optical scanning equipment that the Veterans' Administration has employed. But the suggestion may get to part of the problem that has made the colleges reluctant to extend themselves for veterans.

Mr. Wylie. I think the veteran might be in a different situation than the ordinary enrollee or the student who would enroll not having been a veteran in that it isn't always as easy for him to plan or look ahead. Maybe they could get an early out or some other consideration or be transferred to an area where a college is located. But I think what this does is to allow an advance payment which will be charged against his total benefits later on. It seems to me that it might be a good idea, and one we should pursue.

On page 7 of your testimony you say the DOD statistics from some major cities indicate that in Atlanta 10.6 percent of the high school graduate veterans use the GI bill to go to college versus 30.2 of those with 1 to 3 years of college.

Mr. **Feldman.** I am sorry. That should have said with 1 to 3 years of college before they went into the service.

Mr. **Wylie.** I see. I thought what you are saying there is that they are staying in college. But that is before they went to college?

Mr. **Feldman.** Right. Preservice college seems to be a major factor in GI bill use for postservice college education.

Mr. **Wylie.** That puts a little different angle on it.

There is a table in the back of your testimony which I don't understand. It is on page 8, table 3. It says "Percent enrolled in college. Race and entry source. Total. Caucasian." On the top it says total married, 8.9, single 15.4, and then there is another total figure of 13.4. What is the last column?

Mr. **Feldman.** Those are the combined totals of that, I guess, the weighted average of the two, the married veterans and single veterans who attend. In other words, there are more single veterans than there are married one. But overall about 13.4 percent of the veterans who have high school degrees at the time of separation go back to college in contrast with 44.8 percent of the ones who had been to college before.

Mr. **Wylie.** In other words, 8.9 percent of returning veterans will enroll in college, married will enroll in college, 15.4 percent of the single veterans will enroll in college and in any particular class 13.4 percent of them will be veterans married and/or single.

Mr. **Feldman.** Certainly it means that 13.4 percent of all veterans, either married or single, will use the right.

Mr. **Wylie.** Will enroll in college.

Mr. **Feldman.** If they only had a high school education before. These tables are not labeled for easy reading.

Mr. **Wylie.** It is very interesting. Thank you very much. Thank you, Mr. Chairman.

Mr. **Helstoski.** Mr. Feldman, in regard to the resolution which is to be introduced, how many similar projects have you undertaken in addition to the Seattle experience?

Mr. **Feldman.** I think we have gotten 20 and possibly as many as 40 additional cities. In addition, we are working with the National Association of Counties and the National Governors Conference to get States and counties to undertake such projects. The Seattle project is a combined project of Seattle and King County in which it is located.

Pennsylvania used the Emergency Employment Act recently to hire 10 veterans and now 11 as area coordinators to set up such programs. They, in turn, are going to the individual counties and cities within their areas trying to turn them up to setting up similar activities.

Mr. **Wylie.** Will the chairman yield on that point?

Mr. **Helstoski.** Yes.

Mr. **Wylie.** Are you familiar with the program which was initiated in Columbus, Ohio, where eight private employment agencies got together and offered their services free of charge to veterans in first finding the veteran and then seeking jobs for the veteran?

Mr. **Feldman.** I am partially familiar. I believe Pat McLaughlin, who testified earlier, has helped to develop the opportunity fair in Columbus. But I think maybe Pat may describe a little bit of that, but I didn't realize how many were involved.

Mr. Wylie. Well, I wanted to make sure you are familiar with it, because I think it has had some pretty good successes and is something that could be pursued.

Mr. Helstoski. These 20 cities you speak of are larger cities, 100,000 or 150,000 or as a combined area or region you are speaking of, an area that probably reflects such a population?

Mr. Feldman. What we did was send out a mailing list to our cities over 75,000 that got moneys directly from the Emergency Employment Act. Then smaller cities got moneys through the States based on a redistribution of the Emergency Employment Act money to smaller cities.

We also worked through our State leagues of cities, mailing to all of them and trying to bring this to the attention of all of the smaller cities.

We have also been working with the education asociations informing them of the Emergency Employment Act and its possibilities.

So we have cities down to the size of Berkshire, Mass., that are doing this, and Rockford, Ill., which is one of the larger cities in Illinois and one I was not familiar with before I began working on this. So the size varies dramatically, and it is wherever somebody hears about it and sells his mayor on the idea. Johnstown, Pa., I just learned about yesterday, working with Cambria County, is working on the project.

Mr. Helstoski. Regarding the projects in these 20 cities you mentioned or made reference to, do they have any funding behind them or is it primarily a volunteer effort?

Mr. Feldman. What the city would do would allocate perhaps, four or five or more Emergency Employment Act positions to be used by perhaps as many as 10 or 12 veterans on a split job basis to run such a project. Then those veterans in turn help get veterans they persuade to go back to school to share other Emergency Employment Act slots.

Mr. Helstoski. I understand that, but is there any initiative on the part of the cities to undertake additional employment opportunities outside of that which comes from the Federal Government programs?

Mr. Feldman. Right, the cities are undertaking these initiatives and using what are their Emergency Employment Act funds to do this. I don't know whether that totally answers your question or not.

Mr. Helstoski. But there is some initiative on the part of the cities—and that is basically my question—as a part of funding the programs apart from the Federal moneys that come to the cities or municipalities in question.

Mr. Feldman. Right.

Mr. Helstoski. Any further questions? If not, we wish to thank you, Mr. Feldman, for appearing here and presenting your testimony before the subcommittee.

The subcommittee will continue with two additional days of hearings on December 8 and December 9. The subcommittee meetings will be chaired by Congressman Dulski on those 2 days, since there is a conflict with my other committee responsibility, the Interstate and Foreign Commerce Committee.

The subcommittee stands adjourned until December 8 at 10 a.m.

(Whereupon, at 11:55 a.m. the subcommittee adjourned, to reconvene at the call of the Chair.)

EDUCATION AND TRAINING PROGRAMS FOR VETERANS AND CERTAIN OF THEIR DEPENDENTS

WEDNESDAY, DECEMBER 8, 1971

House of Representatives,
Subcommittee on Education and Training
of the Committee on Veterans' Affairs,
Washington, D.C.

The subcommittee met at 10 a.m., pursuant to call, in room 334, Cannon House Office Building, Hon. Thaddeus J. Dulski, presiding.

Mr. Dulski. The subcommittee will come to order.

This morning we have a schedule of distinguished gentlemen to testify on pending bills. The first witness we have is the Honorable Hamilton Fish, Jr.

Congressman, we are very happy to have you here with us, especially since you are from the great State of New York. Do you have Mr. Rosenthal with you?

Mr. Fish. I expect Mr. Rosenthal to be here, Mr. Chairman, but he has not arrived as yet.

Mr. Chairman, I appreciate this opportunity. It is a pleasure to appear before you today to testify on behalf of my bill H.R. 11400. This legislation would permit the Veterans' Administration to grant discretionary approval for the enrollment of veterans in a school that has moved its location outside the general locality of its former site for compelling and justifiable reasons. The bill requires that the ownership of the relocated institution remains the same and that substantially the same faculty, curriculums, and student body be retained.

This amendment to the Veterans' Educational Assistance Law, title 38, chapter 34, is necessary because an inequity is worked by the wording of the present statute. Under the current law (38 U.S.C. 1675 (b)(3)), the Administrator is prohibited from approving the enrollment of eligible veterans and persons in any course offered by an educational institution where such course has been in operation for less than 2 years. Further, even if the course has been in operation for more than 2 years, but the school moves to a new location which is not within the same general locality as its former site, the 2-year ban is reimposed. The term "same general locality" has been defined by regulation to mean to move to a new location within normal commuting distance of the original site. Generally, this has meant that a move in excess of 30 miles disqualifies a school, and its attending veterans, for its first 2 years of operation in its then new location. It should be stressed that these provisions are operative only as regards to the 4,625 private residence institutions that provide various forms of vocational training below college level. Public and private colleges and universities are not restricted by this section.

While the statutory restriction has the very laudable aim of preventing the Federal dollar from encouraging the development of "fly by night" educational operations, it has nevertheless worked a serious hardship on those established schools and eligible students where a location is changed for justifiable reasons. My proposal would provide greater flexibility in the area of school relocations so as to recognize today's changing conditions whereby schools are required to relocate due to the need to expand because of the increasing numbers of students or perhaps the need for larger facilities. Often the unavailability of nearby land or other conditions preclude such expansion unless the entire school is moved to another site which may be some distance removed. Thus, under H.R. 11400, the Administrator of the VA could permit benefits where such a move was undertaken for "compelling and justifiable reasons."

The inequity of the present law was brought to my attention by just such a situation affecting my Congressional District. The Culinary Institute of America is a highly reputable school that has been training persons for employment in the food service industry for over 25 years. It is approved for veterans training under the current GI Bill of Rights. At present the school has an enrollment of about 1,000 students, approximately 25 percent of whom are attending under the GI bill. Because of a growing student body and the need for more spacious and modern facilities, the institute decided to search for a new location. Unable to find suitable facilities in or near its present location in New Haven, Conn., the institute purchased the former campus of St. Andrews-on-the-Hudson, in Hyde Park, Dutchess County, N.Y. This site, some 90 miles from the present one, offers a beautiful 70-acre campus with existing classroom and dormitory facilities. Most important, it offers the room for expansion. The relocated institute will retain the same ownership, faculty, and student body. The curriculum will not be changed. Yet, because of the present law, the veterans attending the institute will be unable to receive the VA educational assistance for the first 2 years of operation at the new site.

It seems to me that once a reputable institution for higher learning has been certified by the VA for attendance by our veterans, a change in locality should not require a 2-year waiting period before recertification. I can understand such a requirement only when an institution, in moving, undergoes a substantial change in its express purpose. The inflexibility of the present policy serves only to operate as a severe hardship on those veterans who are struggling to further their education.

Allow me to quote from one such veteran attending the Culinary Institute who could be adversely affected by this provision:

> This policy is lacking in commonsense, is discriminatory, does not meet national objectives, particularly works a hardship on returning Vietnam veterans. It is incongrous that as a national objective we would be striving toward increasing the attractiveness and upgrading of the military, retraining the returning veteran, and reducing the unemployment rolls and yet the VA is required to work contrary to these purposes.

But this is not to say that the Veteran's Administration does not recognize that the existing law can operate to work an injustice. In fact, the VA has indicated to this committee in writing that it supports the aims of H.R. 11400, and, in fact, has included similar language in its own omnibus measure, H.R. 11954, the Veterans Education and Training Amendments of 1971, introduced by the distinguished chairman and ranking minority member of the Veteran's Affairs Committee. Their proposal on this subject is contained in sections 302 and 310 of that bill, which is also under the active consideration of this subcommittee.

I welcome that endorsement and congratulate the administration for taking corresponding legislative action. However, I do want to point out that there is a difference in the language of the two versions. My bill specifies that the Administrator of the VA must make a discretionary judgment regarding whether the move involved was for a "compelling and justifiable reason." H.R. 11954, identical in language in every other respect with my bill, does not contain this specific language. I think it is important that this language be retained, for it reinforces the original and valid purposes of the "general locality" restriction. Thus, the Administrator would judge each move on its merits.

In conclusion, I would like to thank the chairman and the members of this subcommittee for this opportunity to share my view on this legislation and I welcome any questions you may have.

Mr. Dulski. Thank you very much, Congressman. I will not have any questions. I think your statement is very specific. Thank you very much for your contribution. I am sure the committee will consider the amendment you have suggested in comparing the two bills.

Mr. Fish. Thank you, Mr. Chairman.

Mr. Dulski. Our next witness is the Honorable Glenn Davis on his bill H.R. 5188.

STATEMENT OF HON. GLENN DAVIS, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF WISCONSIN

Mr. Davis. Thank you, Mr. Chairman. This is a little bit different experience for me to come before this committee at this end of the table. A long time ago it was my privilege to serve as a member of this committee and I know the problems that you have and the demands that are made on your time. So, I shall be very brief.

The basis of H.R. 5188 was to make available to the dependents of servicemen the on-the-job training, the vocational training, the apprenticeship training, that is now available in existing law for institutional training, which, in practice, has been pretty well confined to the academic institutions rather than what might be termed the vocational type of training. It pleased me a great deal when Chairman Teague supplied me with a copy of the report which this committee did receive from Mr. Johnson, the administration in which he informed Chairman Teague that the basic provisions of House Resolution 5188 had been incorporated in the omnibus bill of this nature which the administration has proposed and has recommended to this committee.

I think all of us now recognize that not all of these people are or ought to be confined to the academic institutional training. A baccalaureate degree in many of these fields has now almost become a drug upon the market. There continues to be a need for the people trained in technical fields and this is the basis upon which this legislation was introduced. The matter was first called to my attention by the officials of the State of Wisconsin. Representative Steiger of the Sixth District, acting upon the same information which was brought to my attention, has introduced a companion bill to this. Since it has been recommended with a minor revision, which I consider to be entirely acceptable for inclusion in the omnibus bill supported by the administration, I simply want to appear here and let you know that I am personally greatly interested in this. I think it is fair. I think the cost to the Government is entirely reasonable. I think the financial rewards to society and to those who would be benefited by it, who in my opinion are highly deserving of it, merit its approval.

Mr. Dulski. Thank you, Congressman. Knowing your record, I am very happy that you endorse this legislation. I note the great interest you have in veterans' affairs. Of course, it always feels good to be on this side of the table. I am confident that the committee, with the approval of the administration, will be able to bring the bill to the floor. Thank you very much for your contribution.

Our next witness is the Honorable John Melcher on House Resolution 8604.

STATEMENT BY HON. JOHN MELCHER, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF MONTANA

Mr. Melcher. Mr. Chairman and members of this distinguished subcommittee, I am happy for this chance to draw attention to an inequity in our educational assistance laws for American veterans, one which draws a strange line of demarcation between veterans who pursue a college-level education and those who embark on an occupational training curriculum in a vocational-technical training center. In the eyes of the law these two classes of veterans are different by virtue of the fact that they are not entitled to educational benefits from the United States on the same basis. My bill, H.R. 8604, is aimed at bringing an end to this dual standard.

H.R. 8604 would amend title 38 of the United States Code to apply to veterans and war orphans in noncollege level educational institutions the same criteria for determining satisfactory pursuance of course work that is applied to veterans and war orphans in college-level educational institutions. It would exclude programs of apprenticeship and of other on-job training authorized by title 38. For purposes of paying benefits, it would place college and vocational students who are veterans on the same footing, starting with studies beginning on or after July 1, 1971.

The inequities under the present law were brought to my attention by Montana veterans enrolled in vocational-technical training centers and from directors of these centers. They tell me that the crux of the problem rests in the requirement prohibiting VA payment of an allowance to any veteran enrolled in a course not leading to a standard college degree for any day of absence in excess of 30 days in a 12-month period. This is a demand not placed on college students. As a practical matter, I am advised that an occupational student's 30 days grace is ground up in no time at all because the Veterans' Administration counts as absences those days when veterans do not attend classes during the Christmas vacation and between-semester breaks, exclusive of weekends and legal holidays. Thus, as in the case described to me by one Montana center counselor, the veteran is all but shot out of the saddle before being sick 1 day because he has lost 22 of his allowable 30 days through school-initiated closing days for breaks.

The college student registers with the Veterans' Administration at the beginning of the school year and receives his monthly checks unless he withdraws or fails to register for subsequent quarters or semesters. In contrast, a careful attendance record is drawn on the occupational student recording day-by-day attendance. There is little doubt that the occupational student often is in a more critical financial condition while engaged in his schooling than a college student. Because attendance verification records are sometimes mischanneled or lost, the occupational student may face lengthy delays in his monthly pamyents. The additional prospect of loss of benefits if illness strikes is unsettling in itself. In effect, college students draw benefits for college holidays. Why should not the occupational student be treated similarly? He should receive benefits also for those nonclass days determined by the school. He cannot find employment in the short study interludes and, like other students, he should be entitled to reasonable school holidays.

Because of the increased awareness of the importance of occupational education alongside of college study in this country, passage of this legislation to equalize the standards for benefits entitlement would be a noteworthy step toward recognition of the critical roles played by both of the educatioanl disciplines. In my bill the pursuit of courses "in accordance with the regularly established policies and regulations of the educational institution" would be the guiding principle.

Mr. Chairman, I respectfully urge the subcommittee's favorable consideration of this proposal to equalize the criteria for the receipt of benefits by college and occupational veterans students. Thank you for your review of H.R. 8604. I will be happy to answer any questions.

Mr. Dulski. I have no questions. I think you have expressed well your views on H.R. 8604. We do not have a report on the bill as yet but every consideration will be given to bringing legislation similar to what we have in H.R. 11400.

Mr. Baring?

Mr. Baring. I have no questions, Mr. Chairman.

Mr. Scott. I have no questions.

Mr. Dulski. Mr. Danielson?

Mr. Danielson. Yes, I have a couple of questions. Would the gentleman expand and comment upon what types of courses in vocational training he has in mind?

Mr. Melcher. I have all of the recognized and approved Veterans' Administration vocational-technical schools.

Mr. Danielson. You are thinking of existing types of schools but your goal is to have a modification of eligibility requirements based on absences and the like. Is that correct?

Mr. Melcher. Just so that the days absent will not be charged of under the 30 days criteria so that when they go beyond that 30 days then they have their pay cut. Just so that they are treated like college students.

Mr. **Danielson.** That is a matter of absences or presences, whatever way you want to call it, and that is the thrust of your request?

Mr. **Melcher.** Absolutely.

Mr. **Dulski.** Are there any further questions?

Thank you very much, Congressman.

Are there any other Members?

Will the committee be so kind as to wait for a few minutes? I think two Congressmen are on their way. They will be here shortly.

(Whereupon, the hearing suspended in place.)

Mr. **Dulski.** Mr. O'Hara, from the great State of Michigan, on the bill H.R. 9662.

SATEMENT OF HON. JAMES G. O'HARA, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF MICHIGAN

Mr. **O'Hara.** Mr. Chairman, I wish to apologize. I had two committee meetings this morning, a meeting of the Education and Labor Committee and a meeting of the Interior Committee, which was canceled. I tried to help make a quorum on Education and Labor before I left.

Mr. Chairman and members of the committee, I have heard it said somewhere that the two most far reaching bills ever enacted by the Congress of the United States were the Homestead Act and the World War II GI bill. That statement may be something of an exaggeration but it does suggest the importance of what you did in the waning years of World War II when you enacted the bill which later became known to millions of Americans as the GI bill of rights.

The GI bill of rights almost overnight changed the educational face of a Nation. From a society in which a college education was nearly exclusively for the well-to-do, we became, in large part through the mechanism of the GI bill, a society in which a college degree was considered a goal to which any intelligent, ambitious young American could aspire. The GI bill, to be sure, helped millions of veterans and it helped them because of the sacrifice they had made for their country in its hour of need. But, whatever its purpose, it democratized higher education like nothing before or since. Blue-collar joined blueblood in the halls of our colleges. Millions of eligible Americans used their entitlement under the GI bill or the disabled veterans' counterpart, Public Law 16, for college training, and, in addition, other millions chose vocational, technical, and agricultural training in which they learned new skills essential for the ever more sophisticated technology of the postwar period.

According to the Veterans' Administration, 8,400,000 young people use all or some of their entitlement under the World War II acts and 2,450,000 under the Korean legislation. I do not think we will ever know, Mr. Chairman, how many of those young men and women changed their lives because of that experience. I can speak of my own personal experience. I went through law school under the GI bill. I think I can say with some degree of certainty that I would not be here today if the Congress had not enacted that legislation. Let me express the hope that that fact does not prejudice any member of this committee against the GI bill, generally. I can probably find examples which will make some of my colleagues happier than the one I have just mentioned. The Congress, the ranks of the Government, the halls of industry, and the professions and the academic world itself are thickly populated with GI bill beneficiaries.

The bill said, in effect, that it did not care if you were rich or poor, if if you were from a long line of Ivy Leaguers or a long line of truck-drivers, if you were black or white or brown, male or female. If you qualified for educational benefits you could apply for them and as long as you could continue to meet the standards set by the school you could use those benefits for as long as period as your time in service entitled you.

So much, Mr. Chairman, for what the GI bill did for millions of Americans and for American education. But other millions of eligible veterans did not avail themselves of their GI bill benefits. The legislation we are considering today stems from that problem. According to the best figures I can obtain, over 10 million veterans failed to utilize their full entitlement under the GI bill and Public Law 16 and their Korean conflict counterparts. It is not necessarily to their discredit that they failed to do so. Many had good jobs, to which, under an important clause of the Selective Service Act, they had a right to return, and to which they did return. May others utilized wartime savings, readjustment allowances, State bonuses, and the like to go into business, and succeeded in making a go of those activities until long after the time had expired for them to take advantage of their GI bill entitlement. For many of these men, the lapsing of their GI bill entitlement meant, perhaps, a lost educational opportunity, but it did not have an immediate economic impact.

For a great many reasons, and the GI bill was certainly one of them, the 1940's and the 1950's avoided traumatic post-war depressions of the 1920's and 1930's. There were periods of unemployment and veterans, like other Americans, suffered during those periods but they were fairly well-cushioned against economic disaster. The present unemployment crisis is hitting veterans directly and seriously. It is hitting two groups of veterans. One group, to which much public attention is rightly being paid, is the veterans of the war in Vietnam. These young men are returning to a nation in serious economic crisis and unemployment among their ranks is, as the members of this committee know better than most, extremely high.

The present GI bill of rights, the special veterans' priorities which the Congress wrote into the Emergency Employment Act, all these are expressions of our proper concern for the unemployment that faces the Vietnam veteran. But, Mr. Chairman, the unemployment that is now beginning to face the veteran of World War II and the veteran of Korea, veterans who are in their 1940's and 1950's, is equally serious for other reasons. The unemployed American in his late forties or his fifties is faced with enormous psychological as well as economic problems. With the Nation in the grip of a pervasive recession, many of these veterans, now in their forties and fifties, find themselves without jobs or on reduced workweeks or with their business in a precarious financial condition, or worse.

H.R. 9662, a bill which I introduced on July 8, would make an effort toward relieving some of the problems faced by this particular group of veterans by restoring to the veterans of World War II and the Korean conflict any unused entitlement they had under the GI bills for those respective periods, with payments and allowances at the same level as provided for veterans under the present GI bill.

I think it would raise too many questions of equity to establish two different systems of training allowances and training cost allowances as between veterans of the present war and veterans of the older wars. The resuscitation of these lapsed benefits would be for the same 8-year period as benefits remain in force for Vietnam veterans. I do not know, Mr. Chairman, and members of this committee, how many of the veterans of World War II and Korea who are now unemployed and who would be eligible would take advantage of these renewed opportunities to learn new skills, refresh their professional training, or, in some cases, merely take the opportunity to ease their way into retirement with new intellectual horizons opening up to them. I do not know, Mr. Chairman, how many World War II veterans would want to take advantage of an opportunity which they missed a quarter of a century ago, and I do not think that anyone does know.

I do know what Joseph Vicites, Commander-in-Chief of the Veterans of Foreign Wars, said about the original GI bill. He said it was "the greatest investment ever made by the United States and it has paid for itself over and over with the creation of wage-earning taxpayers." I know, too, that the reopening of the GI bill to veterans presently unemployed would restore them to the ranks of wage-earning taxpayers. What was a daring experiment in 1944 would be a sound investment in 1971. The Congress, under the leadership of this very committee, has set a precedent of similar nature by extending indefinitely the home loan provisions of the World War II and Korea GI bills. In mentioning the comments of the Commander-in-Chief of the VFW, I should call to the committee's attention the fact that the Veterans of Foreign Wars have endorsed the concept of H.R. 9662 as part of the official policy of their organization.

I will ask your consent, Mr. Chairman, to include with my statement a copy of a letter from Francis Stover, Director of the VFW's National Legislative Service, to that effect.

One more name ought to be mentioned, Mr. Chairman, in this testimony on H.R. 9662. Although this idea was inspired, so far as I was concerned, by a letter from a constituent, and I was not aware that any of my colleagues had introduced similar legislation, I do not think it would be proper to conclude this statement without saying that I discovered that the same idea had occurred to our distinguished late colleague, Jim Fulton of Pennsylvania, many years a distinguished Member of this House, who had introduced legislation similar to mine. If Jim Fulton were still among us, Mr. Chairman, I would most certainly yield pride of place to him in support of his bill, H.R. 8282.

Mr. DULSKI. Thank you very much, Congressman. If there are no objections, the letter will be made a part of the record. It is now so ordered.

(The following letter was ordered included in the record.)

VETERANS OF FOREIGN WARS
OF THE UNITED STATES, V.F.W.,
Washington, D.C., August 24, 1971.

Hon. JAMES G. O'HARA,
House of Representatives,
Washington, D.C.

DEAR MR. O'HARA: The Veterans of Foreign Wars has noted with much interest your introduction of H.R. 9662 which would restore entitlement to educational benefits as provided under the G.I. Bill to veterans of World War II and the Korean Conflict under certain circumstances.

Presently, one of the national problems facing veterans is unemployment. The number of veterans who are listed as unemployed has been described as "scandalous." The problem of jobless veterans has commanded the attention of President Nixon on down. Despite great activity by all levels of Government, the number of jobless veterans still remains much too high.

National attention respecting jobless veterans has centered on the Vietnam veteran; in fact, this group has represented the largest number of unemployed veterans. What many have failed to mention is that there are a large number of older veterans who have lost their jobs through unforseeable economic developments. Despite a high degree of education, training, and experience, many thousands of veterans are nevertheless out of work today because of economic changes in our society.

Our recently elected Commander-in-Chief, Joseph L. Vicites, specifically referred to this problem shortly after his election to the highest office of the Veterans of Foreign Wars in Dallas, Texas, on August 20, 1971. After stating that these older veterans are in dire need of education and training to qualify them for new employment, Commander-in-Chief Vicites stated that many of them did not use their full entitlement under the G.I. Bill and should be made eligible now for further training and education.

Your bill, H.R. 9662, is in line with the purpose and intent of the Veterans of Foreign Wars as one approach to resolving the problem facing so many unemployed, older veterans. Consequently, you may rest assured that the Veterans of Foreign Wars from our Commander-in-Chief on down will be lending its fullest support to H.R. 9662 and similar bills, with the objective that such legislation will be favorably considered and advanced through the Congress.

Thanking you for introducing this legislation of extreme importance to unemployed veterans and with kind personal regards, I am,

Sincerely,

FRANCIS W. STOVER,
Director, National Legislative Service.

Mr. DULSKI. Jim, your statement as always is very well prepared and well documented. I am sure that your contribution will be appreciated by this committee. I have no questions.

Mr. Baring?

Mr. BARING. I have no questions.

Mr. DULSKI. Mr. Scott?

Mr. SCOTT. Yes, Mr. Chairman. I would also commend our colleague. If your speech writer leaves you, let me know. I am not taking anything away from our Congressman but somebody has prepared an excellent statement.

I have some reservations that I would like to share with you and see what your response is. You know we have a law of diminishing returns and I just wonder, from the viewpoint of educational benefits. As a person becomes older, and there is a quarter of a century, 25 years, since World War II ended, and if the person was 20 when he left the service I think he would be 45 now. By the time this law is enacted, if we did enact it, and he went 4 years to college, he would be 50. I just wonder if the money might not be better spent on the young people that are coming back from the service. The Veterans' Administration, as you may know, has recommended against the enactment of this measure and have said that only 5 percent of the eligible veterans took advantage of it and it would cost more than $0.7 million. I wonder what your comment would be with regards to a veteran being 50 years old when he finished college.

Mr. O'Hara. The gentleman from Virginia expresses very legitimate concerns and I would like to address myself to two of the matters he brought up. First, with respect to the age of these veterans and their suitability for further education and training, I call the gentleman's attention to the fact that we would not authorize just higher education in terms of a college baccalaureate degree, but also technical and vocational training. In the gentleman's own district, northern Virgina, the community college has some excellent technical programs. I know in my own district we have a 2-year community college.

Mr. Scott. It is the third largest school from the viewpoint of pupils in Virginia.

Mr. O'Hara. Right. We have a community college in my district that has very excellent technical training programs. As a matter of fact, one of the things that inspired me to introduce this legislation was the experience of an old friend of mine who had abandoned his trade which was not giving him steady employment. With his wife's assistance and with great financial difficulty, he had gone back to school. He is now attending Macomb County Community College and is taking a 2-year technical program with which he is now almost finished. It is going to give him an excellent future in designing computer programs of different kinds. He is very happy with his experience. I think many veterans could benefit from that kind of an experience. My friend is in his 40's, as I am.

In addition, I would think that there would be people around who had achieved some higher education in their youth and had left the educational institution with a year or two to go, who were now having difficulty for one reason or another. They might benefit. I say to the gentleman from Virginia that my own wife, the mother of our seven children, the eldest of which is only a senior in high school, has now returned to school and has been going back to school on a part-time basis for a couple of years at the University of Maryland where she is taking up a completely different field from the one that she had gotten into before. She is in horticulture and is doing very well with A's and B's and expects to actually put that educational program to use. She is due to graduate fairly soon.

I think there are lots of opportunities, especially in our technical society. I do not mean to filibuster but I can recall having worked on manpower programs. Experts estimate that the average person entering the work force today will, before he reaches retirement, work at four different kinds of jobs.

Mr. Scott. I did not mean to prejudge the gentleman's bill but I think we would agree that the young man who has life in front of him, at least his business career ahead of him, would benefit more than the older person.

Mr. O'Hara. If the honorable gentleman would yield, I would agree with that. I think we ought to take care of the younger veterans first. I also think we are going to have to do something with these World

War II and Korean veterans who are having economic difficulties now. One of the things that really makes sense, that we can do, is to restore their eligibility. We cannot just shove them in the corner and say "forget it."

Mr. Scott. I had no thought of shoving them off in a corner.

Thank you, Mr. Chairman.

Mr. Dulski. Mr. Danielson?

Mr. Danielson. Yes. I appreciate very much the gentleman's presentation here because I, like he, have many older veterans in my district. Many of them are unemployed and they have real problems. There is one aspect of this that has left me a little bit uneasy. The gentleman mentioned, on page 3, in the third paragraph, a fact that we all know. Following World War II there were many who had come from good jobs and, under the Selective Service Act, they were entitled to go back into those jobs and many of them did, which is one of the reasons why they did not take advantage of their opportunity.

I was in World War II and there were some members of the service who were older than I at that time. I have in mind those who may have left World War II at, let us say, age 45. They would be, today, 71 years of age. Most of those people probably did not go to school under the GI bill. This bill, of course, would reinstate their entitlement. I would imagine that if we came up for a serious discussion on passing this bill I am going to be confronted with this question. Would this bill open up an opportunity for "abuse", in quotes, by persons who have now passed the social security age, who are in their 70's, who did not go to college, and this just might be a good way to sign up for 4 years of college benefits and thereby, of course, increase their retirement allowances. I understand that sort of thing has happened in some areas where a lady, aged 85, has signed up for a beauty course. Her living expenses, tuition, and what not have been a material addition to her social security. Would you comment on that because I am going to have to provide answers to those who criticize the program on that basis.

Mr. O'Hara. Yes, I would. It does not seem to me that a person of that age would be especially interested in going back to school, under any circumstances, although I do not know. Perhaps some of them would. Most veterans are considerably younger than that.

Mr. Danielson. I think the average age of the World War II veteran today is 54 or 55. I am not sure. Someone has told me that.

Mr. O'Hara. In any event, I think you can take care of that problem by a very simple amendment. You could authorize restoration of the benefits for education and training designed to lead to productive and remunerative employment. Realistically, it might be expected to lead to remunerative employment and productive employment for the particular veteran. You can put that kind of a qualification in, which is the kind of a qualification we now have under our various manpower development and training programs. You would not authorize this for hobby purposes or for any sustenance. You could make that qualification, if you wish, and I think that would take care of that problem.

Mr. Danielson. You do not think that would lead to problems of constitutionality?

Mr. O'Hara. No. Indeed, as I say, some of our existing occupational training programs permit benefits only for programs that are designed to lead to employment. If you put in an age limit you have an age discrimination factor.

Dr. **Danielson.** What I have in mind is this. Let us say we have a lady veteran aged 65.

Mr. **O'Hara.** I think the VA would have to approve of the program. You could put in as a condition of approval that the program would be one that could be realistically expected to lead to productive and remunerative employment.

Mr. **Danielson.** Thank you very much.

Mr. **Dulski.** Thank you very much.

Mr. **O'Hara.** Mr. Chairman, I wish to thank you very much for having heard me and I want to apologize, again, for my lateness. I want to again express my appreciation for the kind and considerate manner in which the members of the subcommittee have treated their colleague.

Mr. **Dulski.** Thank you very much for your appearance here this morning, Congressman.

Next is the Honorable Seymour Halpern, former member of this committee, to speak on H.R. 4223, H.R. 9609, and H.R. 9611. We are happy to see you back.

STATEMENT OF HON. SEYMOUR HALPERN, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF NEW YORK

Mr. **Halpern.** It is a pleasure to be here, Mr. Chairman and members of this very, very distinguished committee. I welcome this opportunity to appear before the subcommittee. It is somewhat of a homecoming to me because I spent 12 very valuable years a a member of this subcommittee. There were 12 delightful and rewarding years and it is with great pride that I cherish them. This morning I have another subcommittee hearing where I am supposed to appear. Believe me, I gave priority to this session. It is the second opportunity I have had to come home and I have always considered this committee very, very close to my heart. I want to compliment you, Mr. Chairman and the members of the committee, on the superb work that you are doing to seek solutions to this very complex problem.

I know I need not tell this committee that the veterans now returning from Vietnam deserve adequate educational assistance and equitable treatment under the VA assistance program. I commend this committee for its efforts to provide such equitable and realistic programs. I support the principle of the many bills on which you are holding these hearings today and I commend the chairman's omnibus bill which covers much of the basis for our individual goals. I trust that full consideration will be given to our specific recommendations.

I shall address my remarks this morning to legislation on this subject which I have sponsored. The two bills which I introduced on July 7 would help provide an adequate and equitable assistance: H.R. 9609, the Vietnam Veterans' Act of 1971; and H.R. 9613, a bill to assure that veterans enrolled in vocational education courses get the same treatment that those in universities receive. The third bill, H.R. 4223, which I introduced on February 10 of this year, deals with loans and a work-study program for those veterans who wish to complete their education.

I have viewed with great concern the inadequacies of the present system of providing educational benefits to recent veterans. Last year, in response to growing evidence of the failure of the current bill to attract Vietnam veterans, Congress passed Public Law 91–219, which liberalized VA educational assistance and provided limited increases in the educational allowances provided to Vietnam-era veterans. Since then, however, many of us in Congress have taken a harder look at the real value of veterans' educational and vocational benefits and found that they do not provide realistic help to the young veteran who wants to return to school.

Compared to the VA assistance that World War II veterans received under the old GI bill, Vietnam-era veterans and others who left the service after 1955 have been shortchanged in terms of the educational benefits they receive. My bill, H.R. 9609, the Vietnam Veterans' Act of 1971, will provide today's young veterans with benefits comparable to those received by earlier veterans and, in doing this, give them a realistic chance to complete their education.

Vietnam veterans who want to return to school, so that they can join this society and build constructive lives, are faced with a number of serious obstacles. Tuition and required fees at public universities have tripled since the 1946–47 school year. At private schools, they have gone up 500 percent, Mr. Chairman, and the cost of living has risen over 100 percent—thus cutting the real purchasing power of the dollar in half. Over the same period of time, basic educational benefits for a veteran with no dependents have gone from a maximum of $1,175 after World War II to $1,575 a year today, a rise of only about 33 percent. The net result of these unbalanced increases is that the young Vietnam-era veteran is given much less meaningful help in completing his education than this country provided his father. After World War II, a veteran with no dependents could get $50 per month (later raised to $75) for 9 months. In addition, his tuition, up to $500, was paid by the VA. Now, a young, unmarried veteran gets $175 a month, out of which he has to pay both his tuition and living expenses. The veteran home from Vietnam must make up the difference between his VA assistance and his actual needs most often by taking a part-time job. But these jobs are almost impossible to find in today's tight job market and he must face the fact that the unemployment rate for Vietnam veterans is one-third higher than for other young men of the same age.

Mr. Chairman, I submit there is nothing unusual or mysterious about why the participation of Vietnam veterans in our VA educational assistance programs is running far behind World War II levels.

The Vietnam Veterans' Act of 1971 takes immediate steps to rectify this situation. First, it provides for a direct payment of up to $1,000 for tuition and required fees by the Veterans' Administration. This follows the pattern of the World War II GI bill by providing that the VA pay the school directly, and is enough to cover tuition in a majority of this country's schools.

Second, the present $175 per school month (with higher amounts for veterans with dependents) would be retained but would be used as a subsistence payment for living costs and the veteran would not be expected to pay his tuition out of it. This would give today's veterans a subsistence payment roughly equal to earlier benefits plus the rise in the cost of living since World War II. New programs, such as those for servicemen on active duty, and other benefits for those enrolled on a half-time basis or in a correspondence course would also be retained.

And, third, benefits would be expanded for veterans seeking to take refresher courses before they enter college and for those wishing to complete their high school education. This set of programs is new with the current GI bill and offers real hope to many young veterans.

Another obstacle to the provision of adequate and equitable educational assistance to young veterans has been the unequal treatment of those enrolled in vocational education courses. Too often the veteran who wants to learn a vocational skill is shortchanged when it comes to VA assistance. One way this happens is in terms of the number of excused absences allowed a veteran enrolled in a vocational school as opposed to the rules governing college students. Under present law, vocational students receiving GI bill assistance are subject to being counted absent, and losing assistance payments, on some days when the school is not in session. The law provides that vocational students may have 30 days of excused absence during a 12-month period, not including weekends and Federal and State legal holidays. If a veteran student is absent in excess of 30 days, he does not receive compensation for those "excess absences."

The difficulty is that most schools have vacation periods that are longer than a weekend or a 1-day holiday. Christmas vacation is an example. Veterans studying at schools that have normal vacation periods may be given unexcused absences up to 10 days during which school is not in session and lose educational benefits for those days. This situation is clearly inequitable, Mr. Chairman, especially since students in academic institutions do not receive similar treatment. Why shuold a veteran lose benefits for being absent at a class which he cannot attend because the school itself is not in session?

My bill, H.R. 9613, providing equitable treatment for veterans enrolled in vocational courses, moves to eliminate this unequal treatment.

A third bill under consideration by this committee is H.R. 4223. This measure has three main provisions. It would, first of all, authorize loans for veterans returning to school in order to help defray the many nontuition expenditures required during the first 2 months of any school year. Secondly, the bill provides for the creation of a work-study program for those veterans who wish to eliminate all or part of their loan obligation by working up to 15 hours per week in the Veterans' Administration while attending school. Thirdly, the bill provides, as an option, for direct payment of assistance allowances to educational institutions on behalf of a veteran enrolled at that school.

Mr. Chairman, a great deal of concern has been voiced in Congress regarding the way this country treats its veterans. Too often these young men return home from long and hard duty in Vietnam only to find themselves ignored and shortchanged by the country they served. I believe that by acting on the three bills I have introduced, by evaluating their merit along with the other bills before this committee, and by coming up with an overall omnibus bill that will meet these problems to which I and the other Members have addressed ourselves, Congress can help renew these veterans' faith in America and give them a true chance to participate actively and productively in society.

Again, Mr. Chairman, I wish to thank my former colleagues on this committee for giving me this opportunity to express my views. I want to tell you how welcome it is for me to to be back home. Thank you.

Mr. **Dulski**. As always, Mr. Halpern, you have done a great deal in assisting the deliberations of this committee on the pending bill.

Mr. Baring?

Mr. **Baring**. Do you have any idea what the total cost would be on these bills?

Mr. **Halpern**. I knew I would get that question. No, I have not had a report from the VA on that.

Mr. **Dulski**. Mr. Scott?

Mr. **Scott**. I would only add my welcome to our colleague, a former member of the committee. It is good to see you, sir.

Mr. **Dulski**. Mr. Danielson?

Mr. **Danielson**. I really want to thank the gentleman for sharing with us some of his knowledge in this field. I have never had the privilege of serving on this committee with the gentleman from New York but I want to thank you for sharpening our focus on some of the inequities here. I really appreciate it.

Mr. **Halpern**. Thank you, sir.

Mr. **Dulski**. Thank you.

The Honorable Abner J. Mikva, from the great State of Illinois, will speak on H.R. 7659.

STATEMENT OF HON. ABNER J. MIKVA, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF ILLINOIS

Mr. **Mikva**. Mr. Chairman and members of the committee, let me say in the first place that I deeply appreciate the opportunity to testify here. I am one of those people who would not have been able to complete his college and law school education but for the GI bill of rights. I have a special interest for that piece of legislation and I am very pleased that the committee has seen fit to look at how the legislation is working out for our current store of veterans.

Mr. Chairman, I am here in support of H.R. 7659, a bill to extend the veterans educational benefits from 36 to 54 months.

The members of this subcommittee are well aware of the many difficulties which face the thousands of servicemen who are being discharged from the armed services as we reduce our manpower commitments in Southeast Asia. Long ago Congress recognized our responsibility to assist veterans in readjusting to civilian life, and to restore educational and employment opportunities which had been sacrificed due to military service.

The GI bill of 1966 provided educational assistance for veterans at the rate of 1 month of benefits for each month of service, with a maximum of 36 months of benefits. Thus a draftee who served for 2 years of active duty was entitled to 24 months of education benefits, while an enlistee who served for 3 years would be entitled to benefits for 36 months of schooling, or the equivalent of four full academic years.

Congress later realized that, under this provision, discharged draftees who entered college after completing their military service would be financially stranded after two and a half years of school. Therefore, in 1968, Congress passed Public Law 90–631, which increased the benefits rate to one and a half months of benefits for each month of service. This meant the draftees serving 24 months would be entitled to receive benefits for 36 months, long enough to enable them to complete 4 years of college. However, Congress failed at that time to raise the maximum number of benefit months allowable, with the result that draftees and enlistees alike were both entitled to a maximum of 36 months of benefits.

This erased the differential between enlistees and draftees, removing an incentive for enlistment and ending the earlier correspondence between length of time served in the military and extent of benefits afforded.

H.R. 7659 would cure this defect by raising the ceiling on the permissible number of months of education benefits to 54. Both draftees and enlistees would continue to be entitled to 1½ months of benefits for each month served, but enlistees would be eligible to receive benefits for a longer period than draftees based on their longer service in the military.

This extension would nt be retroactive; it would apply only to those servicemen discharged or released from active duty subsequent to enactment of the bill.

These additional educational benefits are well deserved by those veterans who voluntarily serve their country longer than they would otherwise be required, and I hope that this subcommittee will honor their sacrifice by passing remedial legislation such as H.R. 7659.

Let me just say, in conclusion, Mr. Chairman, that I would be glad to answer any questions. This is more than an academic concern, if you will pardon the pun. I first had my attention called to the problem by a constituent who was going on to graduate school and had been an enlistee and was not able to use his GI bill any further because he had used up the 36 months. As you know, a lot of our returning servicemen do go on to law school, medical school, and so on, and the additional benefits would be very, very helpful to them to complete their college careers.

Mr. Dulski. Thank you for your presentation. I suspect we have some inequities in the proposals and I am sure the committee will study carefully these areas.

Mr. Baring?

Mr. Baring. I have no questions.

Mr. Dulski. Mr. Scott?

Mr. Scott. Thank you, Mr. Chairman. Let me just say to the gentleman that we did have representatives of the American Legion and the VFW appeared some days ago with regards to this and other bills. Their concern was that not enough veterans were taking advantage of the 36 months and the 4 years and 9 months schooling. They suggested that if the committee chose between trying to increase the numbers or taking undergraduate courses, they would prefer that the emphasis be given to undergraduates. They did not in any way appear critical of this measure, knowing, as the gentleman does, that the Congress attempts to consider the financial costs of these programs if it was a question of priority. Their concern was that many veterans of the Vietnam war are not taking advantage of the 36 months provision.

Mr. MIKVA. Thank you. I share their concern, although, again, in addition to everything else, I would like to keep some distinction, which the Congress originally had, between those who serve their country for a longer period and those who merely serve for a minimum time that is required by law. I do hope that we can do both. I certainly would not want to do one at the expense of encouraging more veterans to take advantage of existing benefits.

Mr. DULSKI. Mr. Danielson?

Mr. DANIELSON. No questions.

Mr. DULSKI. Thank you very much, sir.

Mr. MIKVA. Thank you, Mr. Chairman and members of the committee.

Mr. DULSKI. Our next witness will be the Honorable Louis Stokes. Mr. Stokes, you may proceed.

STATEMENT BY HON. LOUIS STOKES, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF OHIO, IN SUPPORT OF H.R. 9968

Mr. STOKES. Mr. Chairman, members of the committee, I appreciate having this opportunity to submit a statement in reference to H.R. 9968, a bill to establish a 10-year delimiting period for educational benefits for Vietnam veterans.

Correspondence from my constituents has demonstrated to me that the Vietnam veteran is unique when compared with veterans of prior wars. It would appear that the median age of those returning from Vietnam is substantially younger than those veterans previously covered by this type of legislation. Also, because of the unpopular nature of this war, it appears that a longer period of time is required for the returning serviceman to orient himself to civilian life. These two factors playing upon each other create a situation where a longer period of time is required for the veteran to reach that level of mental and emotional maturity required for making those decisions leading to a life of academic pursuit.

Additionally, many of these young men are returning to families that had survived on military allotments and must now depend upon the veteran's income. Frequently, the veteran has no alternative but to work full time and pursue his education as best he can on a part-time basis. Because this factor is often a foregone conclusion, many veterans simply give up the idea of an education and settle into the best available job for one of limited academic background.

If the period for completion of studies is increased by 2 years, it will provide a cushion which would allow the veteran to readjust to civilian life and prepare his family for his return to school. I am certain this cushion would provide an incentive which would encourage many veterans to take advantage of their educational benefits. For many of these young men, this will be their only opportunity to achieve a higher education and I firmly believe we owe them every possible encouragement.

Mr. DULSKI. Thank you, Mr. Stokes. We will now hear the Honorable Joel Broyhill of Virginia. Mr. Broyhill, you may proceed.

STATEMENT OF HON. JOEL T. BROYHILL, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF VIRGINIA, IN SUPPORT OF H.R. 10774 AND H.R. 10775

Mr. BROYHILL. Mr. Chairman, as the committee considers a number of bills related to the veterans' education programs, I urge its favorable action with regard to the extended benefits to widows which would be provided by enactment of the provisions of House Resolution 10774 and House Resolution 10775, both of which I introduced earlier this year.

H.R. 10774, which is identical to a bill introduced by the distinguished chairman, would provide educational assistance at secondary school level to eligible widows and wives, without charge to any period of entitlement the wife or widow may have to higher educational benefits. This assistance is especially important to women, Mr. Chairman, for in spite of actions by the Congress, the Executive Branch, and the Courts, we all know it is still more difficult for women with less than a high school education to provide a decent living for themselves and their families than it would have been for their veteran husbands had they lived or been physically able to do so. I urge that the committee consider favorably, therefore, provisions which extend to these most deserving women benefits which would have been available to their husbands.

It is my understanding that the administration's proposal, H.R. 11954, contains provisions similar to my bill H.R. 10775, and again I urge the committee consider favorably this extension of benefits.

The need for enactment of legislation similar to H.R. 10775 was first brought to my attention 2 years ago by members of the business and professional women's clubs in Alexandria, Va. These ladies found that their efforts to help locate positions paying decent wages for widows of Vietnam servicemen were hampered by the fact that many young widows lacked the special courses or special training to qualify them for these jobs. Most were also unable to take advantage of the present law which permits them to complete formal training on campus at recognized schools and colleges. Somewhere, somehow, the Congress had overlooked the fact that most young widows have small children, and that care for these children must either be provided by the mothers in the home or by someone else at considerable expense to the mothers.

Under existing law, war widows receive payments according to the rank of their deceased soldier husbands. In addition, the War Orphans' and Widows' Educational Assistance provides for assistance for education on a full-time basis or for an equivalent amount on a part-time basis. Payments are not provided for widows, however, for educational assistance allowances for programs of education taken on a less-than-half-time basis or by correspondence. In fact, written into the law is specific prohibition against approval of "any course to be pursued by correspondence," while the "GI bill" for veterans permits such courses.

I submit, Mr. Chairman, that prohibition against correspondence courses for widows with small children constitutes a severe hardship for many of them. Because of the tender age of their children the youngest widows, those most likely to have been married to the youngest and lowest ranking servicemen and now receiving the smallest pensions, are unable to pay for child care and maintain a home or go to college so that they might be able to do so. The ladies of the business and professional women's clubs inform me that many of them could within a very short span of time be fully self-supporting if they could take correspondence courses in such critical skills as bookkeeping, accounting, stenotyping, et cetera until sufficiently trained to work in positions which would enable them to pay for child care and raise their families with dignity.

Mr. Chairman, I believe the provisions of H.R. 10775 are most equitable, and I urge the committee's favorable consideration. I should also like to make a part of my testimony two telegrams I have received in support of the bill, from the Old Dominion Business and Professional Women's Club of Alexandria, and from the District VIII Legislation Chairman, Virginia Federation of Business and Professional Womens Clubs, Inc.

Mr. DULSKI. Thank you, Mr. Broyhill, without objection the telegrams you have submitted will be included in the record at this point.

(The telegrams follow:)

[TELEGRAMS]

ALEXANDRIA, VA., *December 8, 1969.*

HON. JOEL T. BROYHILL,
Rayburn House Office Building,
Washington, D.C.

We firmly support your bill H.R. 10775 urge committee support.

ELIZABETH EDMONSON,
Old Dominion B. & P.W. Club of Alexandria, Va.

ALEXANDRIA, VA., *December 7, 1969.*

HON. JOEL T. BROYHILL,
Rayburn House Office Building,
Washington, D.C.

We support H.R. bill 10775 urge favorable action of committee.

ELISABETH W. EDMONSON,
District VIII, Legislation Chairman, Virginia Federation of Business and Professional Women's Clubs, Inc.

Mr. DULSKI. Thank you, Mr. Broyhill. Now we will hear the Honorable James W. Symington. You may proceed, sir.

STATEMENT BY HON. JAMES W. SYMINGTON, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF MISSOURI

Mr. SYMINGTON. Mr. Chairman, it is a pleasure to have this opportunity to discuss the Veterans Readjustment Benefits Act.

Last April, I met with a group of veterans in St. Louis. These young men who have served in the Nation's Armed Forces during the Vietnam war era, identified several major problem areas; namely, employment, education benefits, and housing. As one result of that discussion, I introduced H.R. 10504 to increase educational assistance allowances.

This bill provides a new system of division of payments. Veterans would receive not one monthly payment, as they now do, but assistance would be divided into two parts: Tuition and subsistence payments.

The tuition payment would cover the cost of tuition and other required fees up to $1,000 a year, taking into account whether the recipient was pursuing full- or part-time course work. Moreover, since the GI bill entitles the veteran to 36 months or 4 years of educational assistance, an individual could, according to my amendment, use more than $1,000 a year for tuition, and then take a proportionate cut in his total entitlement. For example, a veteran could choose to use the total entitlement for 2 years at a more expensive school, and then pay the last 2 years himself.

The monthly subsistence payments would cover the veteran's cost of living while he is attending a certified school. These payments are designed to rise with the cost of living, and are based on the number of dependents a veteran has and on whether he is a full- or part-time student.

With this type of assistance, the veteran will receive an education benefiting him and making him a greater asset to the Nation. Supplemented with adequate unemployment benefits and readjustment counseling, this bill would change the law so that the maximum number of veterans can make use of the program designed for them.

Mr. Dulski. Thank you, Mr. Symington. Our next witness is Congressman Manuel Lujan. Mr. Lujan, you may proceed.

STATEMENT OF HON. MANUEL LUJAN, JR., A REPRESENTATIVE IN CONGRESS FROM THE STATE OF NEW MEXICO, ON H.R. 6042

Mr. Lujan. Mr. Chairman, I appreciate this opportunity to urge your approval of my bill, H.R. 6042, to equalize the criteria for determining satisfactory course work by those veterans attending technical and vocational schools above the 12th grade level.

As you know, those veterans who choose a school offering courses leading to a college degree are only required to notify the Veterans' Administration as to the school in which they have enrolled, and the school itself certifies this. On the other hand, students in technical or vocational schools not only must be certified, but also must meet an attendance standard of hours spent in a classroom for a particular course.

My bill, I hope, will abolish this discrimination now practiced against those veterans who enroll in technical and vocational schools. I believe that the current policy is unjust and unfair; it tells the vocational student that he is not able to decide for himself whether he can master the lessons without putting in the required hours, an obligation not required of the veterans attending college.

This is an insult to the veterans' intelligence and ability. Are we not telling them that they are second-class citizens, not entitled to the benefits and privileges reserved for the college students? Are we not saying to them that their service to our country should be equal, but the benefits derived should not?

I believe that the time has come to change this practice. My bill will do this. Surely, this is not a great deal to ask for those of us that have done so much for us already.

Thank you.

Mr. DULSKI. Thank you, Mr. Lujan. Now we will hear the Honorable Vernon Thomson of Wisconsin. You may proceed, Mr. Thomson.

STATEMENT BY HON. VERNON W. THOMSON, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF WISCONSIN

Mr. THOMSON. Mr. Chairman, I would like to express my support for H.R. 10543 and urge its passage.

This bill contains four major provisions: Improvement of the vocational rehabilitation program, permitting advanced payments of educational assistance allowances, creation of a veterans' work-study program, and allowing earned benefits to be used in repayment of Federal education loans.

The first would increase the amount which can be loaned to a disabled veteran by beginning a vocational rehabilitation program. The increase is minimal—from $100 to $200. Probably the latter figure should be even larger; however, an increase of any magnitude would be helpful.

The need for this legislation is virtually self-evident. In beginning a rehabilitation program, there are a certain number of fixed expenses which must be encountered. Since these have risen and the principle of loan established, the increased limitation merely reflects the realities of increased expenses associated with a course of vocational rehabilitation training.

The second provision revises the method of payment to veterans receiving educational assistance. Rather than payment at the end of every month as is now current law, H.R. 10543 would require payment at the beginning. Further, the initial payment would be equivalent to the amount payable for the month or fraction thereof that the veteran's course of study is to begin, plus the amount payable in the succeeding month.

Any student initiating a course of study is subject to numerous "one-time" expenses. There is tuition, fees, books, apartment or dormitory deposits, meal tickets, et cetera. While many institutions have attempted to soften this financial blow through extended payment plans, the initial installments remain large.

The advance payment provisions are intended to meet this problem. By providing the veteran's entitled benefits early, his incentive to pursue a course of education is increased. He no longer would be faced with insurmountable initial expenses. Rather than having a tendency to postpone his education for at least a semester until sufficient money can be accrued to meet these fixed expenses, the reverse would be true.

The bill provides that the advance payment would be made within 15 days after receipt of an application, but not earlier than 30 days prior to the date a veteran's program is to commence. The purpose of this provision is simply to insure expeditious treatment of applications while limiting the opportunity for a veteran to spend the advance payment on purposes other than it was intended. While I would have no objection to similar administrative regulations in lieu of the provision, I feel the intent expressed in it is a valid concern and must be a portion of any advanced payments program.

Third, the bill creates a new work-study program for veterans in order to allow them an opportunity to supplement their GI bill benefits. In this regard, I have carefully studied the objections raised by VA Administrator Donald E. Johnson to the provision. Mr. Johnson's argument of duplicate and parallel programing has considerable merit. Since the major purpose of including the new program was to increase the possibility of GI student employment with the VA, the amendment proposed by Mr. Johnson in his report to Chairman Teague on H.R. 10543 is acceptable to me.

Finally, I fully support enactment of the provision permitting repayment of Federal education loans by using educational assistance entitlement earned under the GI bill. The veteran who has earned his benefits ought to be able to dispose of them on educational purposes as he sees fit. The assumption behind any argument in opposition to this view is that it would act to discourage the veteran from pursuing his education further. This gives the veteran too little credit for knowing his own self-interest. Considering the liberal terms on which Federal education loans are granted, no veteran intending or desiring to pursue additional programs of education would use his benefits for repayment purposes. It just would not make economic sense. If, however, he had no intention or desire to pursue such a course, his entitlement could be used for education already attained.

Mr. Chairman, I appreciate the opportunity to present my views on H.R. 10543 and hope they will receive full consideration. With the change I have suggested, H.R. 10543 is a good piece of legislation and should be passed.

Mr. DULSKI. Thank you, Mr. Thomson. Now we will hear Congressman Bill Young. You may proceed, Mr. Young.

STATEMENT BY HON. C. W. (BILL) YOUNG, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF FLORIDA

Mr. YOUNG. Mr. Chairman and members of the subcommittee, thank you for this opportunity to appear before you today to discuss H.R. 6904, which I introduced to authorize the Administrator to make initial advance payments of the educatinal assistance allowance to veterans pursuing eductional programs under chapter 34 of title 38, United States Code.

Under existing law (38 U.S.C. 1681), basic procedures are employed in order for a veteran pursuing a program of education on a half-time or more basis to receive the educational assistance. The Administrator must first be assured of the veteran's enrollment in and pursuit of the program of education for the period during which such allowance is to be paid. For example:

First, the eligible veteran files an application for a certificate of eligibility with the local Veterans' Administration Office. This application is subsequently referred to the education division of the Veterans' Administration for processing. From the time the veteran has filed said application until the time he is issued his certificate of eligibility, approximately 4 to 5 weeks have elapsed.

This certificate of eligibility is then taken to the school at which the veteran plans to enroll and, during the process of enrolling, the school fills in that portion designating his official enrollment. This necessary enrollment data is then submitted by the school to the Veterans' Administration for further processing. The time element involved in this step, however, depends largely upon how promptly the enrollment data is submitted to the Vetaerans' Administration by the school in question.

Once these steps have been taken and after the veteran has completed his first calendar month of training, he is then eligible to receive only a partial month payment of the VA educational allowance. Thus, we are confronted with a veteran who desperately wants to further his education but who must first make arrangements for the payment of his tuition prior to the commencement of classes, since this is a prerequisite by most schools. This amount which must first be paid, unfortunately, far too often has the effect of discouraging participation by a veteran who may not have the means by which to finance the initial outlay required by most schools. Obviously, then, this can pose a serious roadblock to many veterans who wish to obtain the necessary funds to do so.

H.R. 6904 would alleviate this situation by only requiring proof that the veteran was accepted for enrollment in an approved institution. It would allow receipt of the initial advance payment to eligible veterans, plus the allowance for 1 full month, upon receipt of proof that said veteran has been accepted for enrollment in an approved educational institution. These funds would not be made available to the veteran earlier than the first of the month during which the training program begins and, following this initial payment, future payments would continue being made available prior to the beginning of each month during which the veteran pursues his educational program. The Administrator would be authorized to withhold final payment of an enrollment period until proof is furnished to substantiate the veteran's educational activities and, in cases where the eligible veteran fails to comply with his part of the agreement the advance may be recovered from any other veteran benefit for which such individual might some day qualify.

Mr. Chairman, by approving this legislation, your committee will be doing a great service to our veterans, the Veterans' Administration, and the educational institutions involved. It will aid the veteran by providing him with the initial funds necessary for enrollment; it will aid the Veterans' Administration by simplifying the procedures now used in making the initial payment of the educational assistance allowance by extending the period during which time final applications can be processed; and it will remove much of the pressure from educational institutions in meeting enrollment certification requirements during that period when school enrollments are at their peak.

Mr. Chairman, we are talking in terms of thousands of men and women who have sacrificed so much. Is it not, then, our responsibility and duty to provide these veterans who wish to pursue their education with the most accessible route of doing so? I submit to you that the provisions set forth in H.R. 6904 will accomplish this, and I urge your favorable consideration.

Mr. DULSKI. Thank you, Mr. Young. Now we will hear the Honorable Donald M. Fraser, the Congressman from Minnesota.

STATEMENT BY HON. DONALD M. FRASER, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF MINNESOTA

Mr. FRAZER. American citizens are becoming increasingly aware of the hardships faced by veterans returning to civilian life after 2 years in the military. Many of them have become victim to the lethal influence of drugs, many are disabled, thousands possess neither jobs nor salable skills, most are wondering what to do with their futures and some feel that they don't even have a future.

CURRENT LAWS INADEQUATE

Current provisions under the GI bill hardly do justice to the needs of our returning soldiers. Educational allotments presently total $175 per month. A veteran with a dependent wife receives only $205 a month, $230 with one child and $13 monthly for each additional child. Allowances are proportionately smaller for part-time students.

These amounts are supposed to cover everything—housing, food, clothes, tuition, books, transportation and incidentals—but they are nowhere near enough. Average basic student charges for tuition, required fees, board, and room at publicly controlled institutions of higher education increased from $875 in 1956 to $1,034 in 1966 (in constant dollars). The charges are expected to exceed $1,200 by 1976. Costs in nonpublic institutions are much higher. Costs in technical and vocational schools are also rising.

A GI with no job and/or resources of his own or no middle class family to fall back on simply cannot afford to take advantage of the GI bill. Furthermore, large numbers of ex-servicemen have had to drop out of school because they cannot sustain themselves in school on the present subsistence allowance. Thus, the development of potentially valuable national assets is denied the country because it is not giving its veterans the support they need.

MORE REALISTIC BENEFITS

I have introduced a bill (H.R. 10432) which will increase GI education benefits, making them reflect much more realistically current costs of technical, vocational and higher education. It is essentially a return to the scheme of allotments offered our veterans after World War II, with some modifications, and it is almost identical to the bill being sponsored by Mr. Esch from Michigan. It is significant that proposals such as ours have received enthusiastic endorsement from the Minnesota American Legion, Veterans of Foreign Wars and Disabled American Veterans.

The major provisions of the bill, the "GI Bill Education Act of 1971", embody three important features.

First, the Veterans' Administration will provide veterans a subsistence allowance of $175 a month with a sliding scale for those with dependents. This is to cover board, lodging and other living expenses. If we adopt this bill, GI's will not be forced to quit their studies because they do not have enough to support themselves.

Second, the Veterans' Administration would pay up to $1,000 of all major education expenses incurred annually by eligible veterans pursuing a program of education or training.

Finally, the education expenses just mentioned would be paid directly by the Veterans' Administration to the educational institution. This will allow veterans enrolled in any approved school to draw benefits without the delay they are experiencing under the current law. Because of these delays ex-servicemen have often been forced to borrow in order to pay overdue bills.

During and after the Korean conflict abuses by some college administrators of the system of transferring funds directly from the Veterans' Administration to the schools caused the Congress to revise the system of payment, making the GI responsible for meeting all educational costs from the $130 monthly payment made direct to him.

In advocating the restoration of the payment procedure used before Korea, we believe that improved methods of recordkeeping and supervision in the Veterans' Administration and the State approval agencies will deter college administrators from resorting to former abuses.

Providing our GI's an adequate education funding program will hopefully give many of them what they need to get started in civilian life again, instill within them new hope and encourage them to develop and use their talents, talents our country requires as it strives to play its role in the affairs of nations.

Mr. DULSKI. Thank you, Mr. Fraser. Our next witness is Congressman Moss of California. You may proceed, Mr. Moss.

STATEMENT OF HON. JOHN E. MOSS, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF CALIFORNIA, IN SUPPORT OF H.R. 2505

Mr. MOSS. Mr. Chairman and members of this distinguished subcommittee, I am very pleased to have the opportunity to present testimony in support of the bill which I introduced on January 29 of this year, H.R. 2505, to provide equality of treatment for married female veterans, which is legislation I introduced in the last Congress as well.

The admirable goal of this subcommittee is to provide veterans with adequate and just educational benefits. H.R. 2505 is designed to effect this goal by enabling all veterans, regardless of sex, to have equal access to the educational benefits that their country gratefully affords them.

A married male veteran attending school full time receives $205 per month. A married female veteran in the same circumstances receives only $175, resulting in a yearly difference of $360 based solely on sexual discrimination. I find this discrimination inequitable and unjust. I feel this subcommittee must also view this distinction as unjust.

A married male receives additional benefits for his wife automatically under the law. A married female receives additional benefits only if her husband is proven to be "incapable of self-maintenance and permanently incapable of self-support due to mental or physical disability." This law is obviously and inherently discriminatory. We can no longer permit a woman who has served her country loyally and with honor to receive only second-class benefits.

Educational benefits should not be distributed on the basis of sexual bias. These benefits cushion the family against the loss or lessened income due to the veteran's school attendance. A woman veteran should be entitled to no less economic security than a man. This inequitable distinction must be viewed by a woman veteran as a particularly bitter reward for faithful service. I recently received a letter from a married female veteran questioning this provision—"I was under the impression that a 'veteran' should not be distinguished by sex. * * * Shouldn't a female veteran receive the same benefits as a male veteran?" We must no longer deny such a woman equality with her fellow male veterans.

This law discriminates not only against the woman veteran but also against her husband. The husband is not entitled to the same protection against economic hazard that the wife of a veteran possesses. He is not eligible for the same benefits. A wife of a veteran does not need to prove dependency, proof from a husband should also not be required.

The VA estimates that implementation of my proposed changes would cost an additional $500,000 next year. This is a small price to pay to right a grave injustice, an unfair discrimination against our married female veterans.

A case is now pending in the U.S. District Court in the State of Washington, challenging the constitutionality of this inequitable distribution of education assistance. Three women veterans are suing for additional allowances for their husbands.

The division of benefits differs on the basis of sex; therefore they contend it is unconstitutional. We should not force our women veterans to sue their Government for the benefits which rightfully belong to them. We must take legislative action to correct this injustice.

This subcommittee has a long and illustrious history of oversight and correction of veterans benefit programs. This subcommittee has been swift and timely in making improvements called for by the rapidly changing social and economic conditions in this country. The present GI bill represents a farsighted appraisal of the needs of today's veterans. We can be no less farsighted in the area of women's rights. The recognition of the changing role of the woman in American society is a crucial social issue. American women are proud equals to American men. They serve their country in equal capacities, in this distinguished body as well as the Armed Forces. We cannot permit a woman who has served equally with men to be treated as less than equal after service.

Gentlemen, the Congress must be responsive to the changing realities of these changing times. This subcommittee must see the injustice embodied in this discrimination against women veterans. The focus of the Nation is on women's rights. Favorable action on H.R. 2505 would help insure equal benefits and equal rights for our women veterans, which is only their just reward for loyal service to their country.

Mr. Dulski. Thank you, Mr. Moss. Now we will hear the Honorable William A. Steiger.

STATEMENT BY HON. WILLIAM A. STEIGER, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF ARIZONA, REGARDING H.R. 5188

Mr. Steiger. Mr. Chairman, I appreciate having the opportunity to present my views to the Veterans' Affairs Committee regarding H.R. 5188.

Last March, Congressman Glenn Davis and I introduced this bill which would amend title 38 of the United States Code to provide monthly training assistance allowances to widows, wives and orphans of veterans for apprenticeship and other on-the-job training.

The original War Orphan's Educational Assistance Act restricted educational assistance for veterans' dependents to full-time institutional educational programs. My experience on the House Education and Labor Committee has demonstrated to me that not everyone is suited to a college education, and it is important that other avenues be opened to individuals who need training in useful occupational skills.

Present law does provide for assistance to students enrolled in schools of vocational education, but does nothing to encourage apprenticeship and other forms of on-the-job training. H.R. 5188 would waive this prohibition to permit financial assistance to those entering on-the-job programs.

Our bill provides monthly allowances of $108 for the first 6-month period, $81 during the second 6 months, $54 during the third 6 months and $27 during subsequent 6-month periods.

It has been estimated by the Veterans' Administration that the cost for the first 5 years of this program to be $21.3 million and that the program would provide assistance to over 6,000 individuals annually.

The Administration has endorsed our bill, and has included it in the Administration's omnibus educational bill. I urge the committee to approve H.R. 5188.

Mr. Dulski. Thank you, Mr. Steiger. Now we will hear the Honorable Bizz Johnson of the State of California. Go right ahead, Mr. Johnson.

STATEMENT OF HON. HAROLD T. (BIZZ) JOHNSON, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF CALIFORNIA, IN SUPPORT OF H.R. 10605

Mr. Johnson. Mr. Chairman, introduction of H.R. 10605, a bill to provide payment of educational assistance allowances in certain cases where a veteran transfers from one approved educational institution to another, came about as a result of a discrepancy which I uncovered in dealing with individual problems relating to the veterans GI bill benefits.

In most instances an ex-GI enrolling in a college is eligible to receive educational benefits throughout the entire school year. This includes payment during breaks between semesters, which are of less than 30 days duration.

In the Second District of California we are fortunate to have six junior colleges or community colleges which attract a great many of our veterans for the early entry into the field of higher education. After the conclusion of 2 years of schooling the student must transfer to a 4-year college, a State college or university, in order to complete his basic degree work.

Many of the students enter junior college at the start of the second or spring semester. It therefore, follows that the first 2 years of his education will be completed at the conclusion of the fall semester and if he is going on to complete his 4-year degree work, he must transfer at that time. When a transfer of this type takes place the veterans' benefits cease at one school and he must then pick up his benefits upon enrollment at the new school. This sometimes leaves an income gap of 2 or 3 weeks. This may not seem a significant period, however, a GI who is trying to get along on a very limited income will find losing half or three-fourths of his months income a pretty hard thing to overcome.

Secondly we find that at the present time educational assistance allowances are paid monthly in arrears. While it is the policy of the VA to make payments at the earliest possible date, it is about 45 days after enrollment that the first payment is received. This means that the ex-GI not only is without any income for the first 2 or 3 weeks after he completes his junior college course but it will probably be another month and one-half before his next check arrives. This means a dry spell of at least 2 months and probably more.

We have found that many GIs just cannot afford this and therefore, give up the opportunity to continue college because they cannot bridge the gap financially.

It should be emphasized that the individual veteran who started in a 4-year college at the outset can continue on through his career in school without facing this gap. I feel that it is only a matter of equity that all GIs should be treated alike and therefore, I introduced H.R. 10605 which provides that:

> Where an eligible veteran, who is pursuing a course leading to a standard college degree, transfers between consecutive school terms from one approved institution to another approved institution for the purpose of enrolling in and pursuing a similar course at the second institution, he shall, for the purpose of entitlement to the payment of the educational assistance allowance under this chapter, be considered to be enrolled at the first institution for a period of time not to exceed thirty calendar days following the termination date of the school term of the first institution.

The cost of this additional payment of 2 or 3 weeks would be insignificant when compared with a total of $1.25 billion in educational benefits. My guess is, and this is the best estimate that I can obtain, that the additional payments would be somewhere around $1 or $2 million a year. Frankly I think that administrative procedures which would permit a transfer on the records without interruptions and would prevent therefore the stopping and the starting of an account could offset this added cost of paying the veteran the 2 or 3 weeks income that he would receive.

It should be emphasized that there are only a small number of veterans involved in this situation and the great majority of them start their careers in 4-year colleges and finish out there and this involves only those who are transferring between semesters. These few, however, should not be penalized and in the name of equity, I urge favorable consideration of H.R. 10605.

Thank you.

Mr. Dulski. Thank you, Mr. Johnson. Our next witness is Congressman Orval Hansen. You may proceed, Mr. Hansen.

STATEMENT BY HON. ORVAL HANSEN, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF IDAHO

Mr. Hansen. Mr. Chairman and distinguished members of the subcommittee, I am grateful for the opportunity to present this statement in support of my bill H.R. 8094, which provides for a more equitable treatment of veterans who are enrolled in vocational education courses.

Title 39, section 1681 of the United States Code states that no educational assistance allowance shall be paid to any veteran enrolled in a course not leading to a standard college degree for any day of absence in excess of 30 days in a 12-month period, not counting weekends or legal holidays. It also provides that no allowance shall be paid to such veteran for any period until the administrator shall have received a certification as to his actual attendance. These provisions do not apply to veterans enrolled in courses which lead to a standard college degree.

The practical result of this differentiation as interpreted by the Veterans' Administration militates against justice and commonsense. For example, I received a letter earlier this year from a young man who is a Vietnam veteran and who is currently enrolled in a vocational training course at the College of Southern Idaho. He informed me that during the 6-month period, covering the months of October 1970 through March 1971, he had 11 days of absences credited against his allowable 30 days even though the school was closed those days because of school holidays. When these school holidays are combined with legal holidays, it leaves few, if any, days that the vo-tech student can be absent from classes for personal reasons without subjecting himself to financial penalties. This unreasonable action in counting school holidays against permissible absences does not apply to students who pursue courses leading to a standard college degree.

Another unjust aspect of existing law is the requirement that the vo-tech veteran certify his actual attendance during the preceding month. Though this would seem to be a minor and reasonable requirement, in actual practice, the paperwork involved in receiving and checking monthly certifications results in periodic delays in the issuance of the veteran's check. An example of the unfairness of this discriminatory procedure against vo-tech students was relayed to me in a letter from another young man who stated that he and other vo-tech students often do not receive their checks until the 27th of each month, whereas other veterans who are enrolled in the academic section of the same school regularly receive their checks by the 10th of the month. The writer also said that some of his fellow vo-tech students do not take full advantage of their veterans' benefits because of the "abundant dosage of redtape."

Such ill treatment is made even more deplorable because of the fact that vocational-type courses and degree courses, though historically taught at separate institutions with separate organizations and procedures, are today being combined in many school systems. A recent development in our educational system has been the development of the Community Colleges which offer both degree and non-degree courses on the same campus. When friends and possibly even roommates can attend the same school yet receive different treatment and different compensation from the Veterans' Administration, the psychological impact of the different standards is made even more acute.

As was so eloquently stated in the Twin Falls, Idaho Time-News,

> * * * the military didn't give these veterans separate foxholes nor did the enemy label his bullets.
>
> The [Vo-Tech] Veteran has earned the right to educational finance under the law and it should be the same to all veterans. There should be no discrimination

just because one wants to learn how to repair an automobile and another wants to teach English.

I heartily concur with this, Mr. Chairman, and was accordingly distressed to read the adverse departmental report to my bill, which I believe misses the point. The Veterans' Administration did not address itself to the equities involved, nor did it offer an adequate or rational explanation for a continuation of the discrimination. By its emphasis upon the financial cost of equalizing the treatment of our veterans, which it estimated at $6.2 million for the next 5 years, I feel that the VA has compounded an injustice with grievous insult.

In my service on the House Education and Labor Committee for the past 3 years, and as chairman of the Republican Select Task Force on Education and Training, I have been deeply impressed by the need to encourage vocational education in this Nation.

The value of occupational training cannot be overemphasized, Mr. Chairman. The evidence overwhelmingly indicates that our most presing manpower needs in the 1970's will come in the subbaccalaureate skilled, technical, clerical, and paraprofessional occupations.

The need and importance of a revision of our national attitude toward vocational training was succinctly stated in the 1969 Annual Report of the National Advisory Council of Vocational Education. This report stated:

> At the very heart of our problem is a natural attitude that says vocational education is designed for somebody else's children. * * * We have promoted the idea that the only good education is an education capped by four years of college. This idea, transmitted by our values, or aspirations and our silent support, is snobbish, undemocratic and a revelation of why schools fail so many students. The attitude infects Federal Government which invests $14 in nation's universities for every $1 it invests in the nation's vocational-education programs. * * * The attitude must change. The number of jobs which the unskilled can fill is declining rapidly. The number requiring a liberal arts college education, while growing, is increasing far less rapidly than the number demanding a technical skill. In the 1980's, it will still be true that fewer than 20 percent of our job opportunities will require a four year college degree.

I believe that passage of my bill H.R. 8094 would be a significant first step, Mr. Chairman, in rectifying a totally unjust situation, and would be a significant indication of Congress willingness to recognize the contribution which vocational education students must make in America's educational future.

Again, I appreciate your allowing me this opportunity to present my statement.

Mr. Dulski. Thank you very much, Mr. Hansen. Our next witness is Congressman William D. Ford of Michigan. Go right ahead, Mr. Ford.

STATEMENT OF HON. WILLIAM D. FORD, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF MICHIGAN

Mr. Ford. Mr. Chairman, members of the subcommittee, I would like to express my appreciation for having the opportunity to appear before you today. As a member of the Education and Labor Committee, I am particularly sensitive to the educational needs of our society, and I can think of no group of Americans more deserving of educational assistance than our returning veterans.

While the task of providing our veterans with adequate educational assistance is a very broad one, I would like to limit my remarks today to H.R. 9894, my own bill, which is designed to extend full benefits to veterans who are attending high school during evening hours on a full-time basis. As you are aware, under present law, night students are limited to half benefits, irrespective of the extent of their course load.

This problem was recently brought to my attention by a group of veterans residing in the cities of Wayne and Westland, Mich., located in my congressional district. These young men informed me that veterans attending day school were obtaining full-time benefits while carrying a course load of four Carnegie units for two semesters. However, those attending school during the evening hours, and carrying a course load of four and, in some cases, even five Carnegie units during the same time period, are eligible by law to receive no more than half benefits.

Mr. Chairman, this is an inequity which requires our immediate attention. It is simply not fair to permit one veteran to receive full benefits for attending school during one part of the day, and to limit another to half benefits solely on the grounds that he attends school during another part of the day.

The following example well illustrates the inequity existing under present law. A returning veteran could enroll in full-time courses during the day and hold down a full-time job by working an afternoon or evening shift. In this situation, he would be able to complete his education in a minimum amount of time and receive both a full-time salary and full veterans education benefits.

However, if the same veteran worked during the day and enrolled in full-time courses during the evening, he would be limited, by law, to only half benefits. Why should we discriminate against this veteran? As one who cosponsored legislation making these benefits possible, it was certainly not my intention that this would result.

My bill would simply correct this inequity by providing that any adult evening high school course in which two or more Carnegie units are required per semester shall be considered a full-time course for purposes of determining veterans educational benefits.

Mr. Chairman, according to the Veterans' Administration, 15.5 percent, or approximately one out of every six, of the returning Vietnam-era veterans have not completed high school at the time of their separation from the service. Most of these find it necessary to work full time, and if they are fortunate enough to find a job, many will find it necessary to work during the daytime hours. We must do everything possible to encourage them to complete their education. If these young people have the initiative and ambition to attend school full time after working all day at a full-time job, the very least we can do is change a law which effectively denies them one-half of their benefits.

Mr. Chairman, once again I would like to express my appreciation for having the opportunity to submit my views to the subcommittee. I would hope that this matter will receive your most careful consideration. Thank you.

Mr. DULSKI. Thank you, Mr. Ford. We will now hear Congressman Richard Fulton. Mr. Fulton, you may proceed.

STATEMENT BY HON. RICHARD FULTON, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF TENNESSEE

Mr. FULTON. Mr. Chairman, distinguished committee members, fellow witnesses, and the general public, quite often a young man enters college or a skills training institution with the financial backing of a privately secured loan—only to find himself unable, by reason of the call to Armed Forces duty, to complete his higher education.

He does complete his service obligation. He may return to school, with GI aid-to-education benefits as his financial support. His preservice education debt, however, remains outstanding. And he asks—"If I am entitled, by virtue of service to my country, to aid in meeting my educational expenses, then why can't this aid be channeled to meet such a legitimate educational expense as repayment of my private loan?

Many, many young men have asked me this question. My answer is now before you in the form of H.R. 8662, a bill to allow these men in certain instances the opportunity to repay preservice loans with GI aid-to-education benefits.

Not every veteran-student facing this situation would be eligible. To meet this bill's requirements, the student must prove to the Veterans' Administrator that the education program for which the preservice loan was granted is in accord with VA education benefits criteria. He must also show that his education was not terminated for reasons of unsatisfactory progress or misconduct, produce physical evidence of the loan by way of a note or written agreement, and demonstrate that the loan was indeed used for financing of his higher education program.

For those who would be eligible, GI loan repayment funds could be allocated, up to the amount the veteran-student would be entitled under the normal benefit allowance. All aid granted for loan repayment would be charged against such veteran-student's normal benefit allowance.

Thus, the student repaying preservice loans would receive no more in VA aid-to-education than the amount to which he would be entitled under already existing normal benefit provisions. He would merely have broader guidelines to get a financial "monkey off his back, an ax removed from over his head."

Many seek these broader guidelines. Many need them. I believe they should have them.

This past year, some 1.2 million veterans received more than $1.6 billion in Veterans' Administration aid-to-education benefits. These funds, used to help the veteran meet the financial demands of colleges, technical schools, skills training institutions, and education-related costs, are providing most valuable. Most valuable that is, in all but one major area.

This exception is felt most strongly by veterans at the start of each school term. Veteran-students must register, secure living quarters, purchase books and other study supplies—and incur debts. For reasons of undertermined eligibility, when they seek veterans' benefits to help cover these debts, no money is available. The VA is withholding funds from these veteran-students until their schools verify that the student is enrolled in a full-time, program-approved course of study. The result is a 2-month delay in the receiving of benefits payments, just when the veteran needs them most.

That the VA should determine which students are meeting program eligibility requirements is not only desirable, it is imperative.

However, there must be a better means of allocating these funds, protecting the program while providing eligible recipients the aid they need when they need it.

I believe that better means is contained in H.R. 6130, the Veterans' Educational Assistance Allowance Advance and Work-Study Program Act of 1971.

Under this measure, the Veterans' Administration would continue to require detailed information from the veteran-student regarding his veteran status, the school in which he is enrolling, the course of study he will pursue, the number of semester or clock hours he will undertake, and certification that the veteran has at least 6 months entitlement to educational assistance remaining under the program.

It would, however, make available to full-time veteran-students a $250 maximum advance loan, payable to the student immediately prior to or at the beginning of any school term. It would also make available advance loans, in amounts to be determined by the program's Administrator, to those veteran-students pursuing less than full-time but more than half-time educational studies.

Such loans would be repaid, interest-free, by the veteran either through monthly deductions in his educational assistance allowance or in a manner determined by the Administrator. In the event a recipient is later declared ineligible for educational assistance funds, these first loan funds would be recovered, falling due on the first day of the month immediately following determination that the recipient is ineligible.

Should the recipient not make repayment by the due date, an interest burden of 6 percent per year would be attached to the loan.

This bill recognizes that expeditious processing of these advance loans, as well as normal education aid applications, will require additional manpower. It therefore includes a provision allowing full-time, financially needy veteran-students to take part in a work-study program. Such participants would devote not more than 15 hours per week to processing applications or other related duties assigned by their school or Veterans' Administration regional office. In exchange, they would find their advance loans obligation reduced by $2 for each hour they worked.

Finally, this bill would allow direct payment of assistance funds to educational institutions in cases where both the veteran-student and the institution agree to this payment procedure. Aid recipients undertaking less than half-time studies, correspondence courses, receiving advance loans, or seeking funds for other than tuition and normal educational expenses would not be entitled to direct payment; however, for those who do qualify, this method of meeting educational costs would prove a great convenience.

Convenience. That's what this measure is all about. Convenience in meeting necessary expenses for the men who have served their country and now wish to better themselves. We already have a good veterans' education assistance program.

Many veteran-students, however, have expressed their belief that we can have a better program with adoption of this bill. I agree.

Thank you.

Mr. Dulski. Thank you, Mr. Fulton. Our next witness is the Honorable Patsy Mink. You may proceed, Mrs. Mink.

STATEMENT BY HON. PATSY T. MINK, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF HAWAII, IN SUPPORT OF H.R. 5694

Mrs. Mink. Chairman Helstoski and other distinguished members of the Subcommittee on Education and Training, I would like to thank you for this opportunity to present my views in support of H.R. 5694, my bill to permit veterans' educational assistance payments to be applied to the repayment of educational loans under Federal Government programs entered into by veterans before commencing active service.

I feel that adoption of this legislation is essential to providing equity for many veterans who assumed large debts to obtain a higher education prior to the time they entered our armed services. Under present law, they are precluded from using the benefits available under the GI bill for the repayment of these debts, even though they may be just as deserving and needy as those veterans who waited until after leaving the service to obtain their education. As it stands, these veterans cannot receive any educational benefits under the GI bill unless they first manage to repay their large previous debts by their own resources, and then undertake further schooling. This requirement of personal repayment defeats the purpose of the GI bill which is to encourage the advanced education of our young people, thus providing a benefit to our whole society as well as to the individuals involved.

There is no sound basis for making a distinction between education obtained before the service, and education obtained after the service. In either type, I feel, the veteran should be permitted to use his GI bill benefits to repay the loan. Otherwise we are penalizing those young men or women who had the industry and enterprise to educate themselves prior to entering the service. This is completely illogical, as the armed services actually benefit from the increased ability of those who received higher educations before joining the military forces.

I regret that the Veterans' Administration report on this proposal did not offer support, largely because it said my bill would be a "significant departure" from the existing program. I hold that this is no meaningful argument against the adoption of my measure. If Congress never approved a departure from existing law, there would be no reason for its existence. Our job is to make those changes which are necessary and reasonable, and the bill should thus be evaluated on its merits.

While the Veterans' Administration says the proposal would "discriminate" in favor of those who made loans, and against those who work their way through school or financed their educations through savings, in actuality it is the existing program which discriminates by penalizing those who received educations prior to service. The existing law provides no benefits to those who work their way through school or use their savings to obtain a postservice education. This is not at issue. The sole purpose of my bill is the repayment of educational debts. Once this change is enacted, a person who seeks an education will know of its existence and can take advantage of preservice eligibility if he so desires.

The Veterans' Administration speaks of inequities within the group of those who would be aided, in that those who have paid off part of their loans would receive a lesser relative benefit than those who have paid off none of the debt. But I daresay that those destined for a lesser benefit would welcome this in preference to no benefit at all which is their present fate.

In its comments on the fact that veterans who paid off their preservice educational debts long ago would receive no benefits, the Veterans' Administration indicates that this creates a special class of beneficiaries. I do not feel that this should prevent us from helping those who still can be helped. We should not perpetuate the injustice simply because others have suffered it in the past. Instead, let us correct it so that future veterans may enjoy equitable status.

The Veterans' Administration says that if the educational entitlement is used to repay a previous educational debt, the veteran will be unable to take advantage of further education to keep up with advances which may have been made in his field during his period of active duty. This completely overlooks the fact that the existence of a sizable debt is a far greater impediment to further training. Only by repaying this obligation will the veteran be in a position to start anew on his further education. He could then utilize the Federal guaranteed loan program or other programs to accomplish this, if necessary.

The Veterans' Administration, in its report, fails to mention the great liability of our Federal programs which permit the deferral of repayment during the fourth year of a 4-year enlistment. We are thus requiring our servicemen to repay educational loans from their service pay during the fourth year of service. This creates an undue hardship which would also be corrected by my bill.

My bill would permit the early repayment of preservice educational debts as the serviceman accumulates credits through his years of service. There would thus be a considerable interest savings by the Government, which at present pays the entire interest charge while the debt repayment is deferred. I regret that this saving was overlooked by the Veterans' Administration in its report on the cost of my proposal. The estimated cost was given as $372.2 million in the first year, compared with $72.6 million in the second year and a declining amount in subsequent years. They thus envision the immediate repayment of a large amount of loans. If this is not done, our government—or individuals—would pay interest on the $372.2 million for a 10-year period as the principal was gradually retired. This large interest saving should be subtracted from the estimated cost of my proposal.

In short, I feel that no valid arguments have been raised against the bill. We must determine whether the equity to be gained is commensurate with our Government's current financial position. I feel we can certainly afford this extra cost in view of the great sacrifice made by so many of our young people over the past few years in service to their country. Let us not continue to make them suffer the burden of an arbitrary and unjust system which deprives some of educational benefits while conferring them on others.

I urge the adoption of H.R. 5694.

Mr. DULSKI. Thank you, Mrs. Mink. And now, another lady Member of Congress, Mrs. Ella Grasso, a member of the Committee on Veterans' Affairs. You may proceed, Mrs. Grasso.

STATEMENT BY HON. ELLA T. GRASSO, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF CONNECTICUT

Mrs. GRASSO. Mr. Chairman, it is imperative that we raise the present level of GI educational benefits.

The returning veteran faces numerous problems in his attempt to readjust to civilian life. Surely inadequate educational benefits should not be still another burden to men who have served their country well. For many veterans wish to return to educational training that has been interrupted by a period in the service. Others have new-found motivation and interests, and additional training will qualify them for positions that earlier they could not have contemplated.

There are ample reasons for increasing benefits. It is a well-known fact that educational costs have risen steadily; yet veterans' benefits have not. Also, GI benefits must provide adequately for veterans with families; but today they do not.

At this time, the rate of unemployment throughout the country is nearly 50 percent greater than the 1946 level when the original GI bill paid tuition and fees of the veteran attending college. The situation has reached critical proportions and can only be intensified if veterans who would like to continue their education are denied the opportunity and must join the crowded ranks of the job seekers.

Clearly, substantial increases in educational benefits are a necessity today.

H.R. 9779, which I introduced on July 14, 1971, would accomplish this end. Indeed, this bill would raise the present level of benefits to a realistic level for both the single veteran and veterans with families.

Why must we pass this bill? Let us compare some figures.

At present the GI bill provides $175 a month for a single person. H.R. 9779 would provide $277. A veteran with one dependent now receives $205; with two dependents he receives $230, and $13 for each additional dependent. My bill would provide $326 for a veteran with one dependent, $366 for two dependents, and $20 for each additional dependent.

Some people may think that a 59-percent increase in veterans' educational benefits is excessive. I would disagree.

The present system does not offer the returning veteran a comparable advantage to those enjoyed by the veterans of 1945. Following World War II, the original GI bill provided liberal allowances for those veterans who wanted to continue their education. When the World War II veteran was discharged, the average cost of college, based on an institutional median for publicly financed colleges, was $125 for tuition and fees, and $835 for room and board. This total of $960 included incidental expenses for books, supplies, and personal matters. Under the old GI bill, the Veterans' Administration was directed to pay a veteran's school expenses, including tuition, fees, books, and supplies up to a maximum of $500 a year. In addition to this sum, the veteran at first received $50, and later $75 a month for living expenses.

How does this plan compare with the present system? Today, educational expenses in State-supported institutions have nearly tripled, and the increased cost of educational supplies places a heavy burden on the budget of a veteran attempting to go to school. The costs of going to a private university, needless to say, have skyrocketed. Nevertheless, the present GI bill contains benefits inadequate to meet the needs of the veteran-student.

As an illustration, let us note what the present situation means to a single veteran in Connecticut who wants to use the benefits under the GI bill in order to attend a State financed college or university on a full-time basis.

CONNECTICUT EDUCATIONAL COSTS[1] (CONNECTICUT RESIDENTS)

	Tuition and fees	Room and board	Total	Veteran enrollment (all branches)
University of Connecticut	$655	$940-$1, 020	$1, 595-$1, 675	1, 208
State colleges	390	940	1, 330	1, 599
2-year schools:				
Technical colleges	215			4, 892
Community colleges	290			

[1] Costs are exclusive of books, personal expenses, etc. Out-of-State residents pay $900 more for the University of Connecticut and $450 more for State colleges.

A single Connecticut resident at the University of Connecticut must pay at least $1,600 for tuition and subsistence, if he lives on campus. In addition, he must inlude the costs of books and supplies. Anyone with a child in college knows that these expenses add an additional, substantial sum each year to the total. The veteran must then make allowances for incidentals and emergencies. Therefore, it is neither inconceivable nor exceptional to have total costs in excess of $2,100 per year. Yet, the veteran receives only $1,575 and his first check often arrives too late to pay his initial tuition bill. The costs for private or out-of-State colleges will be considerably greater. Also, part-time students face comparable difficulties.

While some people might argue that the present level of benefits for the single student is adequate, few with any knowledge of the facts would doubt that the present system heavily discriminates against the 38.4 percent of Vietnam era veterans who have families. The 17.5 percent with only one dependent receive a mere $205 per month, and the other 20.9 percent receive at least $230 per month. What do these figures mean when they are translated into educational and living expenses? In a family of three the child is usually small, and the wife is unable to work to supplement their income. With $230 a month, the family must pay for tuition expenses, rent, food, clothing, and other expenses. Therefore, since generally it is not possible to meet these expenses on such a meager income, the veteran must either use his savings, borrow the money, or prolong his deferred academic program through a work-study effort that will delay matriculation, already long postponed.

The Bureau of Labor Statistics has estimated a budget for a family of four at $3,998, or about $333 a month. A veteran's family of four receives only $243 a month, or about 27 percent less than the suggested minimum budget. From these allowances, the veteran must also meet educational expenses, and, consequently his actual budget averages to well under the suggested minimal figure. Therefore, he must survive on less money than a comparable family on public assistance in Connecticut receives.

Passage of H.R. 9779 would allow the veteran to maintain an adequate budget for himself and his family during the 9 months of the academic year. It would lessen the burden on the family of these veterans and allow him to complete his education without unnecessary interruption.

This legislation has received enthusiastic support throughout the Nation. Many of the letters that have poured into my office, mostly from men discharged during the past 5 years, indicate that because of inadequate education benefits, many veterans decide not to attend school when they reenter civilian life. They also express forceful and bitter resentment over the apparent lack of concern by the American people for the plight of the returning veteran. Many Americans, in an attempt to forget the experiences of Vietnam, are forgetting the men who fought there.

It is of special significance that school officials have pointed out the need to lessen the financial burden presently incurred by veterans. For instance, Mr. Thomas J. Sullivan, Director of Admissions at the Thames Valley State Technical College of Norwich, Conn., wrote: "I have had the opportunity of counseling veterans for some 4 years now and have come to realize that the financial burden upon them is often quite acute." Mr. Frederick W. Lowe, Jr., president, and Mr. William J. Graver, veterans' counselor, of Manchester Community College in Manchester, Conn., summed up the situation as follows:

> The time lags and the modest benefits usually discriminate harshly against those who are in greatest need of these benefits. All too often our veterans are forced to either withdraw from college in favor of employment or to take our high interest educational loans through commercial banks in order to remain in school.

Mr. Chairman, the returning veteran wants no brass bands to greet his return home. He only wants the opportunity to be a constructive member of society and lead a meaningful life. Many veterans have decided that they could best accomplish their goal through the continuation of their educational training. Four-fifths of the persons training under provisions of the GI bill in fiscal year 1971 were from the Vietnam era (post-August 1964) and, proportionately, twice as many Vietnam era veterans are enrolled in institutes of higher education than were the veterans of World War II. In Connecticut alone, over 50 percent of the total trainees are enrolled in colleges and universities.

Unfortunately, the unrealistic and inhibiting levels of current educational benefits often prevent the veteran from pursuing a full-time course load. His monthly stipend, especially if he is married, hardly covers the high tuition and fees charged by many colleges. And yet, his full course load precludes any substantial outside employment to supplement his benefits. Many veterans, unable to meet expenses, never take advantage of the educatioinal opportunities available to them.

The choice is clear. Perpetuation of the present system means the continuation of inadequate educational benefits for our veterans. But an overall increase in the present level of veterans benefits will provide greater opportunity for veterans who want to further their education.

The veterans and their families can most effectively describe their situation that exists, as well as the educational opportunities of the future they hope for. The letters that follow, a small number of those received on the subject, show the crucial need that exists for passage of H.R. 9779.

Mr. DULSKI. Thank you very much, Mrs. Grasso. The correspondence which you have submitted will be retained in the committee files. We will next hear the Honorable Lawrence Hogan. You may proceed, Mr. Hogan.

STATEMENT OF HON. LAWRENCE J. HOGAN, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF MARYLAND

Mr. HOGAN. Mr. Chairman, I appreciate the opportunity to offer my support of H.R. 10603, the Vietnam Veterans Act of 1971.

Several of our colleagues have sponsored similar bills which are also presently before this subcommittee. It is gratifying that the legislation has attracted numerous cosponsors and, as well, that it has the support of many veterans' organizations in this country, including the American Legion, the Veterans of Foreign Wars, the Vietnam Veterans Against the War, the American Veterans Committee, and, in my own State of Maryland, the Maryland Veterans of Foreign Wars.

The members of this Veterans' Affairs Committee especially are well aware of the serious employment problem facing our returning Vietnam veterans. Many Government agencies and private industries are doing their share to cooperate with the administration's jobs for veterans program and many of us in the Congress are trying to assist these men in our own congressional districts who have just returned from putting their lives on the line for their country.

I am hopeful, Mr. Chairman, that this legislation will help to alleviate somewhat the job strain while indicating the appreciation of a nation for the selflessness of her young men. Especially because so many of our Vietnam veterans interrupted their courses of study or postponed them in order to heed Uncle Sam's call, I think it appropriate that the Congress of the United States revamp the veterans' educational programs to keep them in step with the changing times.

This, especially, is the scope and purpose of H.R. 10603. The intent of this bill is to restore the high goals of the original GI bill.

As the members of this committee know, under the present program there is no direct payment by the Veterans' Administration to schools and colleges and there is no subsistence allowance to the student-veteran. The current program provides solely for an education assistance allowance of $175 per month to eligible veterans for tuition and related expenses if enrolled on more than a half-time basis; if on active duty or less than half-time basis, the Veterans' Administration will assume the lesser cost of either $175 per month or tuition and fees.

This bill restores the goals of the "old GI bill" by returning to the concept of a direct payment by the Veterans' Administration to the educational institutions. Specifically, it calls for a direct payment to the educational institution for any eligible veterans of $1,000 per school year for the cost of tuition, required fees, books, and supplies. It also directs the Veterans' Administration to pay such eligible veterans a subsistence allowance of $175 per month with a sliding scale based upon the current assistance plan for those veterans with dependents.

While retaining the educational assistance benefits available under the current program, this bill would have potential benefit for any veteran discharged after January 31, 1955, who has not used up his entitlement benefits, for those discharged prior to June 1, 1966, having 8 years from that date to complete their program of education, and for those discharged subsequent to June 1, 1966, having 8 years from the date of discharge to complete their program.

Mr. Chairman, in view of the economic situation facing this country and its people today, I believe this legislation should be viewed both as a form of relief from further burdening the already tight labor market and as a token of our appreciation to those men and women who have made the civilian sacrifices concomitant with serving in the Armed Forces of our country.

I hope the committee will act favorably on this legislation.

Mr. Dulski. Thank you, Mr. Hogan. Our next witness is Congressman Esch of Michigan. Go right ahead, Mr. Esch.

STATEMENT BY HON. MARVIN L. ESCH, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF MICHIGAN

Mr. Esch. Mr. Chairman, I appreciate the opportunity to present my views before your committee regarding veterans education programs.

As one who received benefits under the original GI bill, I can testify to the real benefits which the program provided me for continuing my education. I think that it is only fair that we offer similar benefits to those who have served in what many have termed the loneliest war in our history.

I originally introduced H.R. 9627 in July of this year. My proposal has 15 cosponsors. I am sure that during your consideration of reforms in the veterans benefits system you will hear from other sponsors of this legislation.

The original GI bill helped veterans gain an education. The program also helped supply our country with thousands of trained individuals to meet the needs of our technologically advancing society. What do we offer our veterans now? A mere $175 a month for subsistence, and that is all we can truly call these benefits, subsistence. I would assert that we should do more for those who have given so much to our country.

During this session, the Committee on Education and Labor on which I serve, made an extensive study of higher education policy. We found evidence that the crisis in financing higher education, which we have all heard so much about in recent years, continues. Coupled with a financial crisis for our universities, we found that the costs of attending the universities have increased significantly over the past decade. It would seem essential then that as your committee considers educational benefits for veterans that it evaluate the costs which veterans must incur to attend institutions of post-secondary education.

My bill would provide in addition to the subsistence allowance of $175 per month to the veteran, the direct payment of $1,000 per academic year would go to the educational institution in which the veteran is enrolled on a half-time or more basis to help cover the costs of tuition, books, fees, and supplies. H.R. 9627 would also retain the subsistence allowance which is presently given to those servicemen on active duty who are pursuing their education.

Last spring I visited with a group of veterans from my district many of whom were working in daytime jobs and were continuing their education in evening adult classes. They were pursuing a full-time academic load, but were denied the benefits paid to other veterans because they were in night courses. I believe that we should not continue to limit benefits for veterans who are trying to improve their skills, but who also find it necessary to hold down a daytime job.

The original GI bill proved its value in the post-war period by supplying our labor market with young men who had obtained academic training under its provisions. I am sure that there are several Members of Congress, beside myself, who benefited from the original bill. H.R. 9627 moves to reestablish the original bill with several improvements and adjustments to account for our needs in the 1970's.

Mr. Chairman, I appreciate the opportunity to present my views before your distinguished committee and I am hopeful that your considerations will result in a meaningful reform of our veterans benefits system. For the benefit of the committee members, I am including a comparison of benefits which would be paid under H.R. 9627, current benefits, and those paid under the original GI bill.

COMPARISON OF BENEFITS

VA payments to school

Old GI bill, Veterans' Administration made direct payment to schools for tuition fees and payment for books not mandatory; Current, no current payments to school; Each bill, direct payment to schools for tuition and fees, mandatory payment for books and related supplies.

Amount of payment to schools

Old GI bill, up to $500 per school year; Current, no payment as such; Each bill, up to $1,000 per school year.

Subsistence allowance

Old GI bill, $50 per month, later increased to $75, plus additional amounts for dependents; Current, none as such; Esch bill, $175 per month for eligible veterans not on active duty who attend school on a half-time or more basis, additional amounts for dependents, prorated if less than one-half time students.

Education assistance allowance

Old GI bill; None as such; Current, $175 a month to eligible veterans for tuition and related expenses if enrolled in an education course on more than half-time or a full-time basis; if on active duty or enrolled less than half-time the lesser of $175 per month or cost of tuition and fees; Each bill, tuition and fees paid directly to the institution by the Veterans' Administration and subsistence allowance if not on active duty and enrolled in educational courses on more than half-time basis; full-time in lieu of current allowance; if on active duty or enrolled less than half-time, same as law benefits.

Mr. Dulski. Thank you very much, Mr. Esch. Our next witness is Congressman Frank Horton. Go right ahead, Mr. Horton.

STATEMENT BY HON. FRANK HORTON, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF NEW YORK, IN SUPPORT OF H.R. 10648

Mr. Horton. Mr. Chairman, I appear before the Subcommittee on Education and Training to express my support for H.R. 10648, the Vietnam Veterans' Act of 1971. I introduced this legislation on September 14 of this year to rectify the inadequate educational assistance now provided to many veterans training under the current GI bill. My bill would give Vietnam veterans educational assistance that is essentially comparable to that given veterans of World War II.

This subcommittee, in reviewing the operations of the present VA educational program and making recommendations for improvement, cannot fail to recognize some of the very basic shortcomings of the current program. H.R. 10648 faces up to what is perhaps the most critical of these shortcomings—the gap between the educational benefits provided by the VA and the rising costs of living and getting an education.

Perhaps the most effective way to highlight the inadequacy of current educational assistance to veterans is by comparing it to the level of assistance provided after World War II. Under the World War II GI bill, veterans were eligible to receive basic subsistence payments that reached $75 per month, in addition to a payment for tuition, books, and supplies that could not exceed $500 per year. The base figure of up to $1,175 per year was adjusted upward for those with dependents. In the 1948–49 school year, the average tuition and required fees ranged from about $140 per year for public institutions to about $396 for private schools. The consumer price index indicates that the cost of living was almost half of what it is today. Under these conditions, the subsistence payments coupled with the allowance for direct payment to the schools of the costs of tuition, books, and supplies, covered the full range of costs incurred while a veteran completed his education at a college or university. Each veteran's required fees and costs were fully assisted and he had a minimum of $675 per year for living expenses.

Currently, veterans returning from service during the Vietnam era can receive a basic monthly payment of $175 with certain additional payments for dependents that can raise the support payments to a little over $200 per month. There is no provision for a separate payment for tuition costs, books, and supplies. This provides a base of about $1,575 to veterans with no dependents (versus up to $1,175 after World War II) for a school year's tuition and living expenses—only about one-third above what veterans could receive 22 years ago. At the same time, revised estimates show that average tuition and required fees have gone up two and one-half times at public universities and more than four times at private colleges. And, again I point out that the cost of living as indicated by the consumer price index is nearly double what it was for the fathers of today's veterans after World War II.

The net result of this comparison is that the Vietnam-era veteran is being shortchanged. While veterans after World War II were guaranteed at least $675 per year for living expenses, today's young veteran must stretch a single monthly payment to cover both his tuition and living costs. He is guaranteed a reasonable living allowance only if he goes to average public university in his State of residence. If he does not, he must make up the extra tuition by taking it out of his rent or food money, getting a part-time job, or asking his parents for assistance. In today's tight job market, with the unemployment rate for Vietnam veterans almost one-third higher than for other young men of the same age, the veteran is at a distinct disadvantage when he tries to supplement his VA assistance and often finds that the only remedy is to drop out of school and take a full-time job in order to make ends meet.

Clearly, the present educational allowances do not provide realistic help to the young veteran who wants to return to school. It is no wonder that substantially less than half of the Vietnam-era veterans have taken advantage of VA educational assistance. Costs have simply outpaced the program. With the overwhelming majority of Vietnam-era veterans having returned or returning soon, now is the time to upgrade the educational assistance program so that it can reach and help all those veterans who want to continue their education.

My bill, the Vietnam Veterans' Act of 1971, would take immediate steps to bring current VA educational benefits into line with the actual costs a veteran student must pay out.

First, it provides for a direct payment of up to $1,000 for tuition and required fees by the Veterans' Administration. This follows the pattern of the overwhelmingly successful World War II GI bill by providing that the VA pay directly to the educational institution enough to cover tuition and required fees in the majority of this country's universities and colleges.

Second, the present $175 per school month (with higher amounts for veterans with dependents) would be retained but would be used as a subsistence payment for living expenses. The veteran would not normally be expected to pay his tuition out of it. This would give our veterans today a subsistence payment slightly greater than World War II benefits plus the rise in the cost of living. Thus, there would be a small built-in margin to accommodate any future rises in the cost of living or extra expenses such as higher out-of-state tuitions. Programs already established under the current GI bill, such as those for servicemen on active duty, and other benefits for those enrolled on a half-time basis or in a correspondence course would also be retained.

And, third, benefits would be increased for educationally disadvantaged veterans seeking to take refresher courses before they enter college or those wishing to complete their high school education. This set of programs is a new concept and offers real hope to many young veterans.

Any realistic appraisal of the current educational assistance program must take into consideration the degree to which VA helps meet the needs of veterans. For many of today's young veterans, VA educational and training benefits do not meet their needs. To keep pace with rising costs, to allow the veteran to choose from a wide range of schools and to assure that Vietnam veteran benefits are comparable to those initiated after World War II, I respectfully urge you to give favorable and speedy consideration to H.R. 10648, the Vietnam Veterans' Act of 1971.

Mr. Dulski. Thank you very much, Mr. Horton. Now the last witness for this morning, Congresswoman Martha Griffiths. You may proceed, Mrs. Griffiths.

STATEMENT BY HON. MARTHA W. GRIFFITHS, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF MICHIGAN, IN SUPPORT OF H.R. 3965

Mrs. Griffiths. Thank you, Mr. Chairman, for including my bill, H.R. 3965, as a subject of this hearing.

The purpose of H.R. 3965, in a nutshell, is to make veterans benefits which are available to male married veterans and their spouses equally available to female married veterans and their spouses.

Educational assistance, loan benefits, and compensation for veterans death or disability are available to a male married veteran and his spouse without regard to the wife's or widow's dependency. A female married veteran and her spouse, however, qualify for the same valuable benefits only if the husband or widower is incapable of self-maintenance and is (or was, at the veteran's death) permanently incapable of self-support due to mental or physical disability. H.R. 3965 would remove this requirement of dependency, thereby making benefits which are available to male married veterans and their spouses available on an equal basis to female married veterans and their spouses.

The justification for H.R. 3965 is clear. Veterans "benefits" are not really benefits, but compensation, and this Nation's more than 400,000 female married veterans deserve equal pay for equal work.

H.R. 3965 would give female married veterans equal access to the increased educational assistance allowance which is available to a married veteran on behalf of his or her spouse. An unmarried veteran attending school full time is eligible to receive $175 per month under the GI bill, while a married veteran is eligible to receive $205. This additional educational allowance of $30 per month is available to any male married veteran, but only to a female veteran whose husband is incapable of self-maintenance and self-support. The Office of Management and Budget estimates that in fiscal year 1972 we shall spend $1.76 billion on educational assistance for veterans—female married veterans should receive their fair share of this valuable assistance.

By eliminating the requirement that a veteran's husband be incapable of self-maintenance and self-support, H.R. 3965 would also give female married veterans equal access to the increased compensation for service-connected disability which is available to married veterans. Similarly, H.R. 3965 would prevent female married veterans from being unfairly subject to the benefit reductions which are imposed upon unmarried veterans receiving hospitalization.

In addition to making veterans benefits equally available to male and female married veterans, H.R. 3965 would make benefits which are available to veterans widows available on the same basis to veterans widowers. In fiscal year 1970, pensions for widows of veterans whose deaths were nonservice connected aided more than 800,000 needy widows. Widows are eligible for such pensions regardless of capacity for self-maintenance and self-support, but widowers, in order to be eligible, must be incapable of self-maintenance and must have been permanently incapable of self-support due to mental or physical disability at the time of the veteran's death.

The same dependency requirement denies widowers equal access to death compensation and dependency and indemnity compensation for service-connected death, programs which aided more than 150,000 widows in fiscal year 1970. And the same dependency requirement denies widowers equal access to business, farm, and housing loans and loan guarantees, as well as equal access to widows and widowers educational assistance. H.R. 3965 would remove these dependency requirements. thereby making benefits equally available to veterans widows and widowers.

In sum, H.R. 3965 would require that benefits which are available to male married veterans and their spouses be available on an equal basis to female married veterans and their spouses. The principle of equal pay for equal work requires that compensatory benefits to those who have served this Nation in uniform not be denied on the basis of sex.

The Congress recently cleared for Presidential signature a proposal of mine, H.R. 3628, which will assure for Federal female employees and their families the same benefits as are granted to Federal male employees with respect to general regulations, separate maintenance allowances for employees at foreign posts, and veterans employment preference. As indicated in passage of this bill as well as House approval of the equal rights amendment on October 12, Congress now is moving to eliminate those vestiges of sex discrimination which exist in our laws and regulations. I therefore would hope that the committee will take action now on the bill before it, H.R. 3965, to pave the way for yet another step in this direction.

Mr. Dulski. Thank you very much, Mrs. Griffiths. We are in receipt of a statement from Congressman John Rarick, who was unable to be here today. Without objection, his statement, with exhibits, will be placed in the record at this point.

STATEMENT OF HON. JOHN R. RARICK, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF LOUISIANA

Mr. Chairman, members of the committee, I welcome this opportunity to submit a statement in support of my bill, H.R. 413, "to amend title 38 of the United States Code to provide, in certain instances, up to 18 months of additional assistance for graduate or professional study."

This legislation is designed to assist the veteran obtain adequate education to compete successfully for a place in the modern world. The November 16, 1970, issue of Education U.S.A. points out the primary importance of continuing education:

A report from the Census Bureau has confirmed what every educator knows—the more education a person has, the more money he makes. The report notes that the mean annual income in 1968 for all males

25 years old and over ranged from $3,981 for those with less than an eighth-grade education to $13,555 for those with 5 years of college or more. The annual mean income for those with a high school diploma was $8,148; with a 4-year college degree, $12,938. The report also estimates that the anticipated lifetime incomes from age 25 to death are $196,014 for those with less than an eighth-grade education; $350,228, a high school diploma; $561,631, a 4-year college degree; and $615,242, 5 years of college or more (Current Population Reports, series P-60, No. 74).

Further indication of the value of a graduate degree in obtaining success in life is found in the July 22, 1968, issue of U.S. News & World Report:

What a graduate degree is worth.—The survey provides direct comparisons in seven fields of study. The averages of offers of monthly starting salaries to graduates in these fields, by level of degree, are shown below:

Field of study	With bachelor's degree	With Master's degree	With doctor's degree
Chemical engineering	$808	$919	$1, 247
Civil engineering	759	877	1, 197
Electrical engineering	793	917	1, 316
Mechanical engineering	787	906	1, 282
Chemistry	759	864	1, 180
Physics	782	886	1, 227

The March 1970 publication of the New York State Teachers Association also contains interesting data in support of the importance of continued graduate study, "Beginning Salaries for 1970 College Graduates."

Beginning salaries for college graduates in noneducational fields are of continuing interest to teachers and boards of education alike. This bulletin summarizes the latest data on starting salaries for inexperienced college graduates as reported by the College Placement Council and Endicott surveys.

THE COLLEGE PLACEMENT COUNCIL SURVEY

The College Placement Council's Men's Salary Survey reports actual salary offers as submitted by college placement officers. The survey data are made available each year in a series of three reports. The first of these, issued in January, is a preliminary report based on early data. The second report, issued in March, reports data received through the middle of February. The March report, generally, reflects a much larger number of offers than the January report. The final report, issued in June, summarizes all the salary offers received throughout the school year.

This bulletin summarizes data reported in the Men's Salary Survey, Report No. 2, March 1970. The data reflect actual offers received through February 13, as reported by 141 representative colleges and universities. The annual salary rates appearing in this bulletin were computed from the monthly rates reported by the College Placement Council.

Male bachelor's degree candidates

Table 1 shows salary offers to male bachelor's degree candidates. The average salary offer to 1970 degree candidates in nontechnical fields was $9,180, an increase of 8.5 percent over salary offers reported in March 1969. The highest salary offers and the highest rate of increase were recorded for accountants, reflecting a continued strong demand. The average offer to 1970 degree candidates in technical fields was $10,332, an increase of 5.9 percent over 1969.

TABLE 1.—AVERAGE SALARY OFFERS TO MALE BACHELOR'S DEGREE CANDIDATES AT AN ANNUAL RATE, 1969 AND 1970

Type of curriculum	Number of offers		Average salary offer at an annual rate			
					Increase from 1969 to 1970	
	1969	1970	1969	1970	Amount	Percent
Nontechnical curriculums	2,950	3,033	$8,460	$9,180	$720	8.5
Accounting	1,289	1,402	8,904	9,912	1,008	11.3
Business-general (including management)	1,124	1,035	8,196	8,664	468	5.7
Humanities and social sciences	292	269	7,896	8,268	372	4.7
Marketing and distribution	245	327	8,052	8,400	348	4.3
Technical curriculums	9,298	7,087	9,756	10,332	576	5.9
Engineering						
Aeronautical	649	352	9,612	10,128	516	5.4
Chemical	1,332	979	10,116	10,764	648	6.3
Civil	763	830	9,504	10,008	504	5.3
Electrical	2,871	2,026	9,804	10,380	576	5.9
Industrial	6.4	481	9,576	10,140	564	5.9
Mechanical	2,328	1,930	9,744	10,368	624	6.4
Metallurgical	269	166	9,660	10,488	828	8.6
Physics, chemistry, and mathematics	472	323	9,348	9,696	348	3.7
Physics	100	68	9,528	9,852	324	3.4
Chemistry	118	77	9,276	9,924	648	7.0
Mathematics	254	178	9,330	9,540	240	2.6

Source: The College Placement Council, Men's Salary Survey: A Study of 1969–70 Beginning Offers by Business and Industry, rept. No. 2, March 1970 (1969 data from rept No. 2, 1969). Data for 1969 and 1970 based on offers made prior to Feb. 15 and Feb. 13, respectively. Annual rates computed from monthly rates reported by College Placement Council.

Inexperienced male master's degree candidates

Table 2 shows salary offers to inexperienced male master's degree candidates. The largest number of offers was recorded for master's degree candidates in the related fields of business administration, industrial management, and commerce. The average offer to 1970 master's degree candidates with an undergraduate degree in a nontechnical field was $11,976, an increase of 9.1 percent over salaries reported in March 1969. The average offer to 1970 master's degree candidates with an undergraduate degree in a technical field was $12,864, an increase of 10.2 percent over 1969. Salary offers to 1970 master's degree candidates in the various fields of engineering and science ranged from $11,208 in mathematics to $12,396 in chemical engineering.

TABLE 2.—AVERAGE SALARY OFFERS TO INEXPERIENCED MALE MASTER'S DEGREE CANDIDATES AT AN ANNUAL RATE, 1969 AND 1970

Graduate program	Number of offers		Average salary offer at an annual rate			
					Increase from 1969 to 1970	
	1969	1970	1969	1970	Amount	Percent
Business administration, industrial management, or commerce:						
After nontechnical	816	647	$10,980	$11,976	$996	9.1
After technical undergraduate degree	254	176	11,676	12,864	1,188	10.2
Engineering:						
Chemical	99	90	11,652	12,396	744	6.4
Civil	85	59	10,728	11,292	564	5.3
Electrical	162	112	11,496	12,096	600	5.2
Industrial	41	39	11,124	12,060	936	8.4
Mechanical	159	113	11,208	12,000	792	7.1
Sciences:						
Chemistry	17	15	10,812	11,616	804	7.4
Mathematics	64	17	10,824	11,208	384	3.5
Metallurgy	27	20	10,776	12,192	1,416	13.1
Physics	38	19	10,896	11,736	840	7.7

Source: College Placement Council, report cited. Inexperienced is defined as having 1 year or less of full-time nonmilitary experience.

Male doctoral candidates

Table 3 shows average salary offers to male doctoral candidates. Average offers to 1970 degree candidates ranged from $15,132 in physics to $17,472 in mathematics.

TABLE 3.—AVERAGE SALARY OFFERS TO MALE DOCTORAL CANDIDATES AT AN ANNUAL RATE, 1969 AND 1970

Graduate Program	Number of offers		Average salary offer at an annual rate			
					Increase from 1969 to 1970	
	1969	1970	1969	1970	Amount	Percent
Engineering:						
Chemical	99	70	$15,624	$16,164	$540	3.5
Civil	9	10	14,652	15,312	660	4.5
Electrical	81	67	16,152	16,992	840	5.2
Mechanical	37	45	15,696	16,584	888	5.7
Sciences:						
Chemistry	163	101	14,616	15,192	576	3.9
Mathematics	21	14	15,120	17,472	2,352	15.6
Metallurgy	19	39	15,540	15,984	444	2.9
Physics	30	30	14,580	15,132	552	3.8

Source: College Placement Council, report cited.

THE ENDICOTT SURVEY

The Endicott survey, the older of the two most comprehensive surveys of starting salaries for inexperienced college graduates, has been conducted annually since 1947 by Dr. Frank S. Endicott, placement director of Northwestern University. "Trends in Employment of College and University Graduates in Business and Industry, 1970," reflects data reported by 206 well-known business and industrial concerns in 27 States representing all major regions of the United States.

The Endicott survey reports anticipated hirings and starting salaries. These estimates are made in November, before many campuses have been visited by company representatives. In general, they have proved to be low when compared with starting salaries actually paid. The Endicott survey reports salaries as monthly rates. In order to facilitate comparison with other salary data, salary data in this bulletin appears in the form of annual rates.

College men with a bachelor's degree

Table 4 shows that the companies surveyed expected to offer 1970 graduates an average starting salary of about $9,494, or 6.3 percent more than in November 1969. The average anticipated starting salary for nonengineers was about $9,069, or 8.5 percent more than anticipated in November 1969. Expected starting salaries for 1970 graduates ranged from $8,256 for liberal arts majors to $10,464 for engineers. Accounting majors recorded the highest percentage of increase in starting salary (12.9 percent), reflecting continued strong demand.

TABLE 4.—AVERAGE ANTICIPATED STARTING SALARIES AT AN ANNUAL RATE FOR COLLEGE MEN WITH A BACHELOR'S DEGREE, 1969 AND 1970

Field of preparation	Number of graduates survey respondents expect to hire		Average anticipated starting salary			
					Increase from 1969 to 1970	
	1969	1970	1969	1970	Amount	Percent
Engineering	7,895	7,234	$9,816	$10,464	$648	6.6
Accounting	3,508	4,720	8,844	9,984	1,140	12.9
Sales-marketing	1,687	3,291	8,028	8,532	504	6.3
Business administration	2,787	3,418	8,016	8,496	480	6.0
Liberal arts	1,791	1,476	7,884	8,256	372	4.7
Production management	432	692	8,580	9,096	516	6.0
Chemistry	357	517	9,048	9,672	624	6.9
Physics	141	172	9,360	9,792	432	4.6
Mathematics-statistics	685	669	9,892	9,276	384	4.3
Economics-finance	505	670	8,304	8,616	312	3.8
Other	449	698	8,064	9,468	1,404	17.4
Nonengineers	12,342	16,523	8,361	90,69	708	8.5
All fields	20,237	23,757	8,929	9,494	565	6.3

Source: Computed from data reported in "Trends in Employment of College and University Graduates in Business and Industry" (annual series), by Frank S. Endicott, director of placement, Northwestern University, Evanston, Ill.

College women with a bachelor's degree

Table 5 shows starting salaries for 1970 women graduates as estimated in November 1969. Excluding college women employed as secretaries, average anticipated starting salaries ranged from $7,380 in the area of home economics to $10,128 for women graduates employed as engineers. Anticipated starting salaries tended to be highest for women graduates to be employed in technical fields. The highest rates of increase over 1969 starting salaries were recorded, however, for the fields of economics-finance, general business, and marketing-retailing.

TABLE 5.—AVERAGE ANTICIPATED STARTING SALARIES AT AN ANNUAL RATE FOR COLLEGE WOMEN WITH A BACHELOR'S DEGREE, 1969 AND 1970

Field of preparation	Average anticipated starting salary		Increase from 1969 to 1970	
	1969	1970	Amount	Percent
Engineering	$9,672	$10,128	$456	4.7
Science (field not stated)	9,000	9,456	456	5.1
Chemistry	8,532	9,180	648	7.6
Accounting	8,304	8,952	648	7.8
Mathematics-statistics	8,484	8,952	468	5.5
Data processing-computer programing	8,052	8,652	600	7.5
Economics-finance	7,224	8,400	1,176	16.3
General business	7,104	8,184	1,080	15.2
Marketing-retailing	7,212	8,160	948	13.1
Liberal arts	6,900	7,572	672	9.7
Home economics	7,056	7,380	324	4.6
Secretary	5,820	6,624	804	13.8

Source: Endicott, Frank S., report cited.

College men with a master's degree

Table 6 shows that the average starting salary for inexperienced college men with a master's degree is expected to be about $12,000. The highest expected starting salaries and the highest rates of increase were recorded for holders of master's degrees in business administration.

TABLE 6.—AVERAGE ANTICIPATED STARTING SALARIES AT AN ANNUAL RATE FOR COLLEGE MEN WITH A MASTER'S DEGREE, 1969 AND 1970

Field of preparation	Number of graduates survey respondents expected to hire		Average anticipated starting salary			
					Increase from 1969 to 1970	
	1969	1970	1969	1970	Amount	Percent
Engineering	960	699	$11,484	$12,060	$576	5.0
Other technical fields	291	305	11,028	11,580	552	5.0
Master's in business administration with:						
Technical bachelor's	239	225	11,892	12,756	864	7.3
Non-technical bachelor's	764	745	11,088	12,204	1,116	10.1
Accounting	686	753	11,148	11,976	828	7.4
Other fields	307	158	10,536	10,992	456	4.3
Nonengineers	2,287	2,186	11,108	12,008	900	8.1
All fields	3,247	2,885	11,219	12,020	801	7.1

Source: Endicott, Frank S., report cited.

The most interesting statement, however, in support of my point that graduate education is of primary importance in obtaining a successful position in life may be found in the October 6, 1971, issue of The New York Times. Gene Maeroff's article "Study Finds College Is Means to More Satisfying Life" is certainly pertinent:

[From the New York Times, Oct. 6, 1971]

STUDY FINDS COLLEGE IS MEANS TO MORE SATISFYING LIFE

(By Gene Maeroff)

College attendance causes many measureable differences in a person's life style in addition to the widely recognized increase in lifetime earnings, according to a new report sponsored by the Carnegie Commission on Higher Education.

The report, "A Degree and What Else? The Correlates and Consequences of a College Education," is one of a series produced under the auspices of the commission. It is to be published later this fall.

A preview of the report was given yesterday at a news conference in Washington by Dr. Clark Kerr, chairman of the Carnegie Commission.

In the foreword to the report, a copy of which was obtained by The New York Times, Dr. Kerr wrote:

"Going to college—any college—does give to the individual a chance for a more satisfying life and to society the likelihood of a more effective community."

TRAITS DESCRIBED

Dr. Kerr said in a news release that persons who had gone to college tended to be as follows:

¶More liberal and tolerant in their attitudes toward and in their relations with with other individuals and groups.

¶More satisfied with their jobs.

¶More highly paid and less subject to unemployment.

¶More thoughtful and deliberate in their consumer expenditures.

¶More likely to vote and to participate generaly in community activities.

¶More informed about community, national and word affairs.

SEVERAL DECADES' DATA

The conclusions in the report are based on an analysis of data gathered by social scientists over several decades.

"The years of higher education are a period of delayed commitment and a moratorium during which most students are encouraged to examine issues, to reconsider their own standards, values and identities and to lay plans for their own role in society," Dr. Stephen B. Whithey wrote in the report's concluding chapter.

He is program director of the Institute for Social Research at the University of Michigan and was the author of three of the eight chapters in the report.

In a chapter devoted to a discussion of the way in which college graduates use the media, the report says that "the greater one's education, the greater the dependence on the printed media."

It says, however, that although college graduates spend "far less time" viewing television than nongraduates, the amount of time is still greater than that the college graduates give to all other mass media combined.

TOTAL FAMILY INCOME—WITHIN VARIOUS GROUPS (PERCENTAGE DISTRIBUTION OF FAMILIES)

Education of family head	Mean income in 1968	Number of cases	Less than $3,000	$3,000 to $4,999	$5,000 to $7,499	$7,500 to $9,999	$10,000 to $14,999	$15,000 or more	Total	Median
0 to 5 grades	$4,000	143	52	22	13	7	4	2	100	$2,920
6 to 8 grades	6,300	410	33	16	19	14	13	5	100	5,170
9 to 11 grades, some high school plus noncollege	8,820	402	17	15	20	17	22	9	100	7,260
12 grades, completed high school	9,480	415	6	12	18	24	29	11	100	8,940
Completed high school plus other noncollege	9,890	264	5	14	18	20	31	12	100	9,060
College, no degree	10,830	329	14	9	12	17	31	17	100	9,610
College, bachelor's degree	13,030	239	6	10	14	13	29	28	100	11,240
College, advanced or professional degree	16,460	109	3	6	6	15	31	39	100	13,120

Report prepared for Carnegie Commission on Higher Education shows direct relationship between years of education and earnings. Data in tables on this page are from studies made in various years in 1960–70 period.

RELATIONSHIP BETWEEN EDUCATION AND MARITAL ADJUSTMENT INDEXES

Marital adjustment indexes	Educational attainment		
	Grade school	High school	College
Number involved	553	950	362
Evaluation of marital happiness (percent):			
Very happy	38	46	60
Above average	16	25	22
Average	41	27	17
Not too happy	5	2	1
Not ascertained			
Total	100	100	100
Frequency of feeling inadequate (percent):			
A lot of times; often	10	13	10
Once in a while; once or twice	34	42	53
Never	53	42	33
Not ascertained	3	3	4
Total	100	100	100
Report of marriage problem (percent):			
Had problems	33	44	45
No problem	56	50	51
Inapplicable [1]	5	2	1
Not ascertained	6	4	3
Total	100	100	100

[1] Refers to 50 people who evaluated their marriage as "not too happy" and therefore were not asked whether or not they ever had problems.

Note: The better educated, it was noted, seemed to be happier in marriage and more introspective about behavior.

EDUCATION AND WORKERS' ATTITUDES TOWARD THEIR JOBS [1]

	Education			
	0 to 11 grades	12 grades	College, no degree	College degree
Number involved	975	854	407	383
Job is: (percent)				
Enjoyable	70	78	82	89
Pro-con	22	16	14	8
Drudgery	7	4	3	2
Not ascertained	1	2	1	1

[1] The question was: "On the whole, do you feel that the work on your present job is drudgery, or is it all right, or do you enjoy your work?"

Note: College graduates are happier in their work, the report says, because they have easier access to desirable jobs.

EDUCATION OF RESPONDENT AND INDEXES OF PARENTAL ADJUSTMENT

Indexes of parental adjustment	Educational attainment		
	Grade school	High school	College
Number involved	646	955	337
Report of problems in raising children (percent):			
Mentioned problems	71	76	75
No problems	27	23	24
Not ascertained	2	1	1
Total	100	100	100
Number involved	424	632	224
Frequency of feelings of inadequacy (percent):			
A lot of times; often	15	16	19
Once in a while; once or twice	22	33	40
Never	60	47	37
Not ascertained	3	4	4
Total	100	100	100

Note: Figures on parental problems are similar, but the better educated were found more sensitive to parental role.

Also, according to the report, college graduates are "much more likely" that nongraduates to consider themselves Republicans.

In an examination of several studies of the relationship of education to income, the report reinforces the belief that the more education one has, the more money he is likely to earn.

But it says there are "exaggerated notions" about the dollar value of higher education. The "main thrust," according to the report, is more subtle.

College-educated people hold jobs that expose them to fewer risks of accidents and income losses and depend less on physical capacity and, thus, are more sympathetic to the aging process and offer more advancement, the report says.

In closing, the report cites the need for more studies to determine the effect of higher education in the light of changing social conditions.

Having established the importance of graduate study in obtaining a successful and happy position in life, it then becomes necessary to indicate why the Federal Government should provide additional benefits to veterans who choose to pursue their education beyond the bachelor's degree. This legislation is, simply, necessary to allow these veterans, most with a family and dependents, to compete on the same level with their peers.

Studies indicate that more and more people are seeking graduate degrees in an attempt to secure a position in the business world. Of some significance at this point in my testimony is the study "Students Enrolled for Advanced Degrees: Fall 1969," compiled by the Department of Health, Education, and Welfare:

CURRENT TRENDS

Enrollments for master's and doctor's degrees

Enrollments for master's and doctor's degrees for all levels of study combined—first-year students and students beyond the first year—increased by 7.5 percent from 1968 to 1969. Data for 1969 are based on a total of 801 institutions; for 1968, on 760 institutions.

Comparative analysis of the different subgroups of candidates shows gains ranging from a 2.9-percent increase for men studying full time to a 12.5-percent increase for all women and for women studying part time. Comparisons by sex for numbers of full-time and part-time students show greater gains for women than for men, both in absolute numbers and in percent change.

ALL ENROLLMENTS FOR MASTER'S AND DOCTOR'S DEGREES

Sex and attendance status	1968	1969	Absolute difference	Percent change
Grand total	703,745	756,865	53,120	+7.5
All men	468,779	492,599	23,820	+5.1
All women	234,966	264,266	29,300	+12.5
All full time	322,936	340,960	18,024	+5.6
All part time	380,809	415,905	35,096	+9.2
Men, full time	232,573	239,391	6,818	+2.9
Women, full time	90,363	101,569	11,206	+12.4
Men, part time	236,206	253,208	17,002	+7.2
Women, part time	144,603	162,697	18,094	+12.5

1ST-YEAR ENROLLMENTS FOR MASTER'S AND DOCTOR'S DEGREES

Grand total	458,334	494,363	36,029	+7.9
All men	278,857	295,695	16,838	+6.0
All women	179,477	198,668	19,191	+10.7
All full time	174,615	188,876	14,261	+8.2
All part time	283,719	305,487	21,768	+7.7
Men, full time	113,976	121,759	7,783	+6.8
Women, full time	60,639	67,117	6,478	+10.7
Men, part time	164,881	173,936	9,055	+5.5
Women, part time	118,838	131,551	12,713	+10.7

Note: 1st-year enrollments for master's and doctor's degrees increased by 7.9 percent. Again percent changes were greater for women than for men. In absolute numbers, women studying part time gained more than men studying part time, but the reverse was true for full-time students. "1st-year students" accounted for 65.3 percent (494,363) of the enrollments or master's and doctor's degrees in 1969.

Enrollments for first-professional degrees

In fall 1969, 151,858 students were enrolled in first-professional degree programs in all fields covered by this survey. Taken at face value, this was an increase of 10.1 percent over the fall 1968 total of 137,877. However, totals for the 2 years are not directly comparable, mainly because of the distinct difference in the basis for the counts in theology, as noted in the discussion of student classification. Also, the category "other" is not comparable from year to year due to changes in the fields included. For these reasons, the following comparisons have been limited to those students enrolled for first-professional degrees in the seven selected fields that were defined similarly in the two surveys: chiropody, dentistry, medicine, optometry, osteopathy, veterinary medicine, and law. Enrollment in these fields for all levels of study (first-year students and students beyond the first year) increased by 4.7 percent from 1968 to 1969. Gains shown for the different subgroups of candidates follow. Women showed larger relative gains than men between 1968 and 1969 in each of the seven fields compared; however, women accounted for only 6.0 percent of the total enrollments in these fields in 1968 and 6.8 percent in 1969.

ALL 1ST-PROFESSIONAL ENROLLMENTS IN 7 SELECTED FIELDS[1]

Sex and attendance status	1968	1969	Absolute difference	Percent change
Grand total	125, 210	131, 069	5, 859	+4.7
All men	117, 699	122, 190	4, 491	+3.8
All women	7, 511	8, 879	1, 368	+18.2
All full time	114, 035	118, 230	4, 195	+3.7
All part time	11, 175	12, 839	1, 664	+14.9
Men, full time	107, 237	110, 238	3, 001	+2.8
Women, full time	6, 798	7, 992	1, 194	+17.6
Men, part time	10, 462	11, 952	1, 490	+14.2
Women, part time	713	887	174	+24.4

1ST-YEAR FIRST-PROFESSIONAL ENROLLMENTS IN 7 SELECTED FIELDS[1]

Sex and attendance status	1968	1969	Absolute difference	Percent change
Grand total	42, 265	48, 224	5, 959	+14.1
All men	39, 305	44, 727	5, 422	+13.8
All women	2, 960	3, 497	537	+18.1
All full time	37, 940	42, 688	4, 748	+12.5
All part time	4, 325	5, 536	1, 211	+28.0
Men, full time	35, 295	39, 625	4, 330	+12.3
Women, full time	2, 645	3, 063	418	+15.8
Men, part time	4, 010	5, 102	1, 092	+27.2
Women, part time	315	434	119	+37.8

[1] Chiropody, dentistry, medicine, optometry, osteopathy, veterinary medicine, and law. Note that, because of the omission of theology and "other," the grand totals here are smaller than the totals shown in tables 2, 4, and 5.

Note: 1st-year enrollments for first-professional degrees in the 7 fields increased by 14.1 percent. There were greater percent increases for women than for men, but men showed greater gains than women in absolute numbers for all of the various subgroups.

I have been advised that there is no data on which to base the cost of this legislation because the VA does not operate such a program and no one has proposed such. I believe, however, that the cost of the program would be negligible in that it would be returned to the economy by supplying men trained and satisfied with their position who could make a more valuable contribution to our Nation's future.

I urge the committee to give favorable consideration to this legislation.

Mr. **Dulski.** If there are no further witnesses, the committee stands in recess until tomorrow morning at 10 o'clock.

(Whereupon, at 11:10 a.m. the subcommittee adjourned, to reconvene at 10 a.m., Thursday, December 9, 1971.)

EDUCATION AND TRAINING PROGRAMS FOR VETERANS AND CERTAIN OF THEIR DEPENDENTS

THURSDAY, DECEMBER 9, 1971

House of Representatives,
Subcommittee on Education and Training
of the Committee on Veterans' Affairs,
Washington, D.C.

The subcommittee met at 10 a.m., pursuant to call, in room 334, Cannon House Office Building, Hon. Thaddeus J. Dulski presiding.

Mr. Dulski. The subcommittee will come to order.

Our first witness this morning is Mr. Frederic W. Ness, president, Association of American Colleges, and executive vice chairman, National Council of Independent Colleges and Universities. Will you please identify yourself for the record?

STATEMENT OF FREDERIC W. NESS, PRESIDENT, ASSOCIATION OF AMERICAN COLLEGES, AND EXECUTIVE VICE CHAIRMAN, NATIONAL COUNCIL OF INDEPENDENT COLLEGES AND UNIVERSITIES

Dr. Ness. I am Dr. Frederic W. Ness, representing the Association of American Colleges and the National Council of Independent Colleges and Universities.

Mr. Dulski. You are accompanied by whom?

Mr. Ness. I am accompanied by Howard E. Holcomb of our staff.

Mr. Dulski. You may proceed.

Mr. Ness. Mr. Chairman and members of the subcommittee, thank you for the opportunity of testifying this morning on veterans' educational benefits. I testify both as an educator and as a veteran.

First of all, permit me an observation that is well understood by every member of this subcommittee. The veterans' educational legislation created by the Congress of the United States, particularly the Servicemen's Readjustment Act of 1944, more familiarly known as the World War II GI bill, has had a greater positive effect on higher education, both as far as institutions of higher learning are concerned as well as the aspirations of our citizenry to obtain higher education, than any single piece of any kind of legislation to date, with the possible exception of the Morrill Act of 1862.

We in higher education speak to, and hear about, the need to reinforce and change higher education. The Congress has literally transformed higher education in the instances referred to above in the process of assuring our returning veterans an education they might not otherwise have been able to afford and restoring lost educational opportunities for those whose careers have been interrupted or impeded by military service to our country. We support you in your primary efforts to serve the educational needs of veterans and accept gratefully all the benefits which flow concomitantly to the institutions of higher learning.

Second, let me state briefly the nature of the educational associations I represent today. The Association of American Colleges dates back some 60 years and is dedicated to undergraduate liberal learning. Because most of our membership consists of the independent sector, and these members have requested the development of their own voice to speak to their unique contributions and interests, this association has affiliated and funded this year the National Council of Independent Colleges and Universities. It is for this latter group of almost 1,000 colleges and universities that I primarily speak this morning.

Twenty-five years ago the first GI's hit the campus. They immediately added new dimensions, not only in numbers but also, and particularly, in maturity. They brought a new purpose and a determination to study. They provided leadership in greatly needed ways. In short, they brought for the first time a broader cultural and intellectual mix to the campuses of our country. The prominent educator who felt that the GI's would turn the campuses into intellectual hobo jungles could not have been more in error. Today, 25 years later, these same veterans as the parents of college youth, are still providing the surge toward educational aspirations and providing the title in American Education, a USOE publication article entitled "Education Begets Education," a report which highlighted the first 20 years of veterans' educational benefits.

While the colleges in 1946 were ill-prepared to accommodate greatly increased numbers of students, they undertook the task; the colleges and the veterans grew simultaneously. In the peak year of World War II GI enrollment, 1947–48, there were 1,245,000 GI's on our college campuses, two-thirds of which were independent—that is 1,221—and one-third public, about 638. Slightly more than one-half of all students were in independent colleges, a proportion true also of veterans as a group.

A second surge in the veterans' impact on education was felt in the early sixties when the "war babies" began following their parents' footsteps. It took a Higher Education Facilities Act in 1963 and a Higher Education Act of 1965 to help the institutions keep pace with that growth period.

Before the "war babies" fully reached college age, however, another international crisis in the form of the Korean conflict was upon the Nation. Only one-third as many men and women were needed then by the military services. And when the conflict ceased, about one-half the number of veterans as after World War II used Federal benefits to pursue higher learning. The colleges were in a somewhat better position to handle this smaller number, with 38 percent of the veterans choosing independent colleges and 62 percent public colleges under the new GI bill.

This year, on the silver anniversary of the original GI bill, the Congress continues, on behalf of the Nation, to assist veterans through a variety of training programs, by no means exclusively those in higher learning. We are encouraged by the soaring veterans' participation rate since 1967 and are pleased to learn that it may this year or next year surpass 50 percent, exceeding the original bill in this respect. Indeed, the number in training in higher education this year, an estimated 917,000, is fast approaching the peak year of 1947–48 when there were 1,245,000.

Colleges and universities are further encouraged by the rate at which veterans are choosing higher learning over other options, a rate almost doubled compared with the original GI bill. What was true in 1946 is still true today: the veteran is a highly desirable citizen and student on our campuses. They bring a highly desirable balance to a student body.

The report of the President's Committee on the Vietnam Veteran may state it best when it refers to the Vietnam era veteran as showing great potential, generally being young, that is between the ages of 20 and 24, better educated than the veteran of earlier wars, reflecting the same racial proportions as the total American society, and representing high economic potential. These references are true, whether or not they apply to veterans from a war that was wise, popular or successful.

Our association is so interested in these young men and women we have joined the Association of American Junior Colleges in a program sponsored by the American Legion, the Veterans Outreach program, whose intent is to bring the veteran back into the education process. We are pleased that limited Federal student assistance programs are now available to veterans with demonstrated financial need. Our colleges will benefit from their enrollment.

In this silver anniversary year of the World War II GI bill, however, the independent colleges benefit less from veteran enrollment than earlier years. Not benefit less in the sense of reduced tuition income, although more dollars would be helpful, but in terms of the insights these men and women would bring to our campuses. For, while our independent colleges continue to grow, although at a slower rate than public colleges, we have fewer veterans. An associated dean in New Jersey says we miss those serious-minded students. He is referring to the veterans. Another dean from a Minnesota private college says, "The principal benefit of having veterans among our student body would be the perspectives which these persons would bring to the student body as a whole."

The shift of veterans from independent colleges is attributed largely, we believe, to the change in providing benefits from the World War II GI bill system. Veterans are being forced to make higher learning decisions based on economic considerations rather than on educational preferences. While independent colleges still enroll one-third of the students pursuing a college degree and while 57 percent of all institutions of higher learning are independent, and while there are approximately only 25 percent fewer veterans in training in 1971–72 than in 1947–48, only slightly more than 20 percent of the veterans in higher learning, according to the Veterans' Administration information bulletin, are enrolled in independent colleges. It would appear that more than two-thirds of our member colleges, which enrolled more than 200 veterans each in 1947–48, now have less than 15 percent that number. We have some statistics appended to this report which I will not read.

The determinative factor is financial: where our colleges costs at 90 percent of our colleges have at least tripled, at least 300 percent, in the last 25 years, the Federal support of veterans has increased about 30 percent. A retired U.S. Marine colonel, now registrar at one of our member colleges, says, "As I am sure you are aware, the World War II GI bill benefits were such that they paid for most, if not all, of the veterans' expenses"—I need not mention the particular college—"Now the benefits amount to about $1,600 for a single veteran, which cover about 40 percent of his expenses. I am sure the percentage of expenses covered at a public institution are much higher. This in itself offers mute explanation of why the percentage of veterans"—at his college—"is so much lower now."

We respectfully urge, therefore, the Congress to increase its support to veterans, consistent with its intention to aid the veteran in completing his education without underwriting its full cost. This recommended increase should be sufficient to provide the veteran a wider choice of colleges. This could be achieved either by an increase of 50 percent or more in educational assistance payments to a veteran himself or by a tuition payment of $1,000 or 75 percent of tuition, whichever is lesser, directly to the college. Not to do either means, in effect, that from one-fourth to one-third of our college students will not benefit from close association with a Vietnam veteran, or that the veteran himself will be denied the range of choices which he richly deserves. I will conclude my testimony at that point.

Mr. DULSKI. Thank you very much, Mr. Ness. I think you have brought out many important factors. Of course, financing is about the biggest feature in trying to meet the competition in the education field. I agree with you there should be an increase because, as you describe very vividly, there is a 300-percent increase in the enrollment fees and there is only a 30-percent increase as far as the benefits are concerned. I commend your excellent statement.

Mr. Baring?

Mr. BARING. Mr. Chairman, I want to commend the gentleman, too, on a very fine report and some interesting facts which I am very much engulfed with here. On page 4 you say, "Veterans are being forced to make higher learning decisions based on economic considerations rather than on educational preferences." Would you explain that, please?

Mr. NESS. Yes, Mr. Baring. The cost of higher education, the cost differential between tax-supported institutions and private institutions has been a widening gap for many years. It is in fact so wide that unless the veterans have substantial private means they would simply be forced to go to that institution where the cost would be in line with their veterans' benefits. As a matter of fact, that frequently means that the veteran will have to make a choice not only with respect to a tax-supported institution but even among certain types of tax-supported institutions. For example, it would cut down his mobility substantially. He might have to go to an institution which is in the immediate geographical area of his home rather than going to the one where he can get the best educational response to his particular educational objectives.

Mr. Baring. He could not necessarily plan his life's vocation? He would have to take the next best thing?

Mr. Ness. That every frequently will be the case.

Mr. Baring. Do you have any complaints on the VA services as far as getting these boys' money out of them on time? This is not necessarily in your field but I have had several such complaints.

Mr. Ness. May I ask my colleague? We have conducted a fairly extensive survey of our institutions on this. Have we had any specific complaints, Mr. Holcomb?

Mr. Holcomb. We did not raise this specific question. We are aware of such complaints but we have not had a quantity of them in our office.

Mr. Baring. I doubt if the conditions are so much different than in World War II. These boys really need the money now to stay in school. They might have to wait 3 or 4 months for a response from the VA center and they cannot hold out.

Mr. Holcomb. I am aware of considerable testimony on this point. We attended earlier hearings before this committee and we support that point.

Mr. Baring. If there was more money provided they could get into a school of their liking and it would alter some of that?

Mr. Ness. That is true. I experienced some of that. I was president of a college for 5 years before coming here. We frequently had to make short-term loans to our veterans until the funds came through.

Mr. Baring. You say that college costs have tripled?

Mr. Holcomb. That is for 90 percent of our membership in the independent sector. If you were to take 50 percent I think the rate would be higher than tripled. In many it is quadrupled and quintupled.

Mr. Ness. I would also point out that despite the tripling costs a great many of the private colleges are in severe financial difficulties. The cost of everything in the colleges has increased and yet the income has not come through.

Mr. Baring. Does the academic register go higher? For instance, if a boy was taken out of school and sent to Vietnam and then comes back, if he is lucky, does he finally enter school at the same place or have the colleges raised their entrance requirements so that he finds he is not in the same class any more.

Mr. Ness. He would not be in the same class as when he started. Presumably, those whose education had not been interrupted would have gone right on. He would have to start right where he stopped.

Mr. Baring. I have a case in mind where a boy told me that he was a junior. He enlisted, which took him out for 4 years, rather than the regular draftee's 2 years, and when he came back he wanted to start his senior year and they would not let him. They said he had to make up so many hours of grade points or something else to become a senior but yet he had a junior rating when he went out.

Mr. Ness. I find that very difficult and I think that boy has a real complaint. I find it difficult to accept.

Mr. Baring. It is very discouraging to find out after 4 years in the service that you cannot come out and pick up where you left off.

Mr. Ness. There could possibly be a few fields of learning, let us say in the sciences, where the changes have been so dramatic during that period that he would have certain deficiencies. I think in certainly the great majority of the subject matter fields this should not be the case.

Mr. Baring. Thank you, Mr. Chairman.

Mr. Dulski. Mr. Zwach?

Mr. Zwach. One of the complaints that many veterans make with regards to the program is that the first payment after the original sign-up and so on comes very, very slowly. They cannot bridge that gap. Have there been complaints to you, gentlemen?

Mr. Ness. We have had some. As my colleague said, we have not had very many. I would say that until 2 years ago I was president of a college and we found that we did have to make some short-term loans to veterans to tide them over until those checks began. I had rather hoped that this kind of a situation would have improved.

Mr. Zwach. What has been the average period until that first check came through?

Mr. Ness. I am not in a position to answer that with any accuracy.

Mr. Zwach. I wonder, Mr. Chairman, if any of our staff would know?

Staff Director. The most hopeful situation would be 6 weeks. It is very easy for anyone, under several administrative conditions, to develop this problem. They would have another 2 or 3 weeks or a month. Invariably the student enters in a partial month, say the 10th of September, so we have not only the end of September when he cannot get his check but to the end of the full succeeding month. Six weeks or 7 weeks is about typical, if everything goes OK.

Mr. Zwach. I am sort of intrigued with your statement with regards to the veteran's choice of schools. I suppose that every young person, as I know my children must, make the decision where they have to go. I think every American youth and their parents have to make that decision. Some who have the affluence can choose high and many of them are forced into the public or least-tuition type of a structure. Is it your feeling that veterans should be given more choice with regards to where they want to attend and that there is virtue in their attendance at the more affluent schools?

Mr. Ness. Most decidedly; yes. We feel that the veteran deserves to have as wide a choice as possible.

Mr. Zwach. You feel that we ought to give a veteran more of a choice and the payments ought to imply this in order to enable this type of a choice to be made?

Mr. Ness. I think your question is a leading one and I like the way you phrased it. Yes. Most decidedly we feel that way.

Mr. Zwach. I feel that the payment ought to be an across-the-board, universal payment with the choice to the veteran. I do think the payment has to be up. Do you think that we ought to go toward a payment for tuition? This type of a bridge: we ought to pay the tuition whatever it is?

Mr. Ness. I feel that if you left it that wide open you might run into some problems because there is a wide variation even within private higher education on the tuition rate. I think it should certainly approach the total tuition.

Mr. Zwach. That is all, Mr. Chairman.

Mr. **Dulski.** Thank you very much. We appreciate your coming here to give testimony this morning.

Our next witness will be Mr. Irwin W. Silverman, accompanied by Mr. Neal C. Clarke.

STATEMENT BY IRWIN W. SILVERMAN, LEGISLATIVE CONSULTANT, FAIRLEIGH DICKENSON UNIVERSITY

Mr. **Silverman.** Good morning.

Mr. **Dulski.** Would you identify yourself?

Dr. **Silverman.** My name is Dr. Irwin W. Silverman. I would like to say beforehand that I have spent many, many years before committees of the House and the Senate. This is the first time I have appeared in 20 years. I was a legislative representative for Oscar Chapman and, before that, Harold Ickes in the Department of the Interior. I have not seen Mr. Baring for almost 20 years. When I retired I went into the banking business of one of your former colleagues, Fred Crawford of Michigan, and I have been in the banking business until recently. I am retired and I have come to speak to you as a consultant to Mr. Dickinson and to Fairleigh Dickinson University. I am a consultant on legislative matters.

Fairleigh Dickinson University is a unique university. It is private, the eighth largest private in the United States. It is not a school trying to compete with Harvard, Yale or MIT. We do not put any stress on research. Ours is a doing school. It is a teaching school. Our emphasis is on teaching. As a result we have attracted 2,600 veterans of the Vietnam war out of a total school population of some 20,000. We encourage veterans. We have bridge programs so that if the young veterans is not fully qualified we prepare him so that he is qualified. We are career oriented. We take an individual interest in every single veteran and it is really for the veterans that I am speaking and not for Fairleigh Dickinson University.

Fairleigh Dickinson University, as a private school, has a very serious problem with better than 10 percent of its population veterans. The veteran cannot pay the tuition with the allowances which he received from the Veterans' Administration. If any veterans are pushed to go into a public school or a community college they cannot get the kind of career oriented education that they can get at Fairleigh Dickinson. Going through the route of the community college, it makes it more difficult for them in their third or fourth years of graduate schools to compete with others who have gone the route of the private colleges. The private college will then have to seek either subsidies from the Federal Government, such as is now pending before you in the Edith Green bill, or, if not, we are going to have to go the way of Buffalo University for the lack of $300, $400 or $500 per student. When Buffalo University could have received funds and stayed in business as a private school, the State had to come in and take over.

You know what the State cost is. The dollar has got to come from somewhere. The State cost per student in New Jersey is roughly $3,000 a year. I think it is important for you to try to keep the independent college in business. Fifty-seven percent of the colleges are independent. This, in itself, is a very serious problem. Although Fairleigh Dickinson for the next few years is not going into bankruptcy, we certainly cannot look ahead for more than 3 or 4 years. Now, take away the 2,600 veterans that we have and our giving them the type of an education that they want. In coming, they have a choice.

Why are they coming? I have asked the young men, "Why do you come to Fairleigh Dickinson University?" They say, "Because this is a school where we can come and really get the kind of education we want." It gives them the kind of jobs and training that they want. I am sorry that Mr. Helstoski, our Congresman, is not here today. We are situated in the industrial heart of New Jersey. I was recently appointed by Governor Cahill as a Democratic member to the Meadowlands Commission. We are developing 22,000 acres of land from the Newark Airport in front of New York City. We are bringing in thousands and thousands of more families who will be living there. We have to supply the education for them. We are allocating, in Meadowlands, considerable area for education, public and private. I know the whole problem of education is not before the committee. You are concerned about the veterans. But, it is important for you to give serious consideration in increasing the allowances because the stories I hear from veteran after veteran, and being retired I do take a lot of time talking to them and helping them, are real. Gentlemen, it is just absolutely impossible for a veteran to take 18 hours of work. The cost to him is about $1,200 in tuition for one semester and he has about $150 in books. He will receive $700 from the VA for the semester. Almost every veteran is working outside of school. I think this is good and so do you. We do not want to discourage that. Many of them who have come back are married. They have children. We know we have quite a job confronting the tax dollars.

I do speak very strongly and I do speak from the heart because of the experiences they have. I should like very much to see you give consideration to the allowances, that they be increased. I have with me here Neal Clarke, who is president of the Alpha Sigma Mu fraternity. It is the largest fraternity of Vietnam veterans.

Mr. **Dulski.** You have brought out some very good points. From your vast experience, nobody has to tell you that the buck is the one that we are concerned about. When you speak about the 2,600 out of 26,000, do you have enough counseling? Do you do any counseling for these veterans when they come back?

Dr. **Silverman.** Yes, we do. We have a good counseling service. Almost every one of our instructors and professors is a counselor. I am giving, myself, some courses in government. I spend more of my time, gratis, counseling young men and women. It is important, having a group of people such as this. These are not long-haired kids. Our school does not have them because we have serious-minded kids. We work within the establishment. They want to work within the establishment. I am pointing to them the experiences that they can get that I as a young man out of college, foreign-born—I have traveled with members of this committee, and with members of other committees, around the world. I have come back and gotten down and kissed this earth. Only in America can one of Jewish extraction, foreign-born, have the opportunities that I have had, in position, in banking, in money.

I feel it incumbent upon me, and this is why I retired, that I give the benefit of my experience and my knowledge of what America is and nowhere else in the world is this possible. These are young people here that I have brought as exhibits A, B, and C, to tell you so. We want to do our part by them and at Fairleigh Dickenson University we are doing this. They are going to be young men who, hopefully, some day will be sitting where you are sitting today. We want to train them for this and we are giving them good, practical experience in schoolwork to back them up.

Mr. **Dulski.** Mr. Baring?

Mr. **Baring.** First of all, I am glad to say that I am glad to see you again after 20 years. I notice the young men are quite young. Are they elder veterans?

Dr. **Silverman.** The three of them are Vietnam veterans. This young man on my right, Neal Clarke, is president of this association of Vietnam veterans and we have a very large chapter at Fairleigh Dickenson because we have a very large number of veterans. They are very active in this association. We encourage this sort of an association so that they learn how to participate, working within the establishment.

Mr. **Baring.** I often have people asking me for letters of recommendation to get a boy into dental school or medical school or to law school. Do you have any berths open at your school? With 20,000 is there any place open?

Dr. **Silverman.** We have the finest dental school in America. We have just completed this. We are now just completing studies for a medical school. Let me also say that in Meadowlands, which is within our district, we have just set aside 60 acres for a whole new medical complex for the delivery of health services at prices that people can afford. We are getting a great deal of support from existing hospitals and doctors in the area. Governor Cahill, I must say, as a Democrat, is doing a great job because he is attuned to the problems. He has been in the House. He understands the problems and we are working very, very well together to bring about a better solution for many of the social, economic, and political problems in New Jersey.

Mr. **Baring.** Mr. Chairman, I do not want to hold up the proceedings but I would like to hear the young man.

Mr. **Dulski.** You may proceed.

Mr. **Clarke.** As president of a national organization I find that the basic problems facing the Vietnam veteran across the country are the same, with the exception of three States that I know of. They are Michigan, California, and Massachusetts, where the benefits that were given to the veteran in World War II are basically the same. They receive free tuition and books, subsidized by the State throughout the State institutions in those three States. Then again they receive Federal benefits of $175 a months for a single veteran.

When we talk about education and a veteran achieving a position in business and industry, and perhaps in politics in the future, we are talking about a well-rounded education; but also we are talking about the distribution throughout the United States. We have these three States. I think you will find that the number of veterans attending colleges in these three States is much higher. A lot of veterans, I know for a fact, have left New Jersey and are going out to California and Massachusetts and establishing residency in order to get these benefits and be able to go to the school of their choice. It is not just a matter of increasing benefits for the veteran so that he has a wide choice of schools, like Penn State, Princeton, or Yale. It is also a matter of subsidizing these men.

In Alpha Sigma Mu we find that our chapters are very service oriented. If you look at the various colleges we have memberships that are involved in the community aspect as well as the campus aspect of it. We are conducting blood drives, service projects for hemophiliacs, campus government, student government, Governors' liaison committees. We are not disconcerned. We are very concerned. When the benefits are not high enough they are forced to work. They lose this concern because they cannot bring it forth. They do not have the time.

One of the questions that came up, which I do not think was completely answered because of a lack of knowledge, and on which we have been receiving a lot of response, is the question of checks. Do they come on time? No, they do not. The basic problem here is that each college does not have a VA coordinator. They have a secretary and they allot the jobs to her. She knows little of veterans' affairs. All she has is a phone number to call and she gets the same responses as the individual veteran would get by calling the Veterans' Administration.

What happens when the veteran does not get his check? If he does not pay his tuition, in the majority of schools, he does not go to school. There is no established deferment policy set up at all colleges. The veteran is a national problem. He is receiving national moneys. Yet, there is no national procedure set up for him in colleges. It is left up to each individual State what policies they want to use in helping the veteran. Then the State does not want to interfere with the colleges and they leave it up to the individual colleges as to what policies they want to use.

We have 18 chapters in New Jersey and each chapter is banging its head against the same wall for the same benefits on its campus. They are not getting them. I think the basic problem is that we come up not only with increased benefits but with some sort of a national program to try and coordinate the States and the colleges throughout the United States to help the veterans. I think we will see a lot more success in the future. That is about all I have to say. Are there any questions?

Mr. Dulski. It is very interesting to listen to the young man and hear of the many problems. I am rather disappointed that they do not have a coordinator because the University of Buffalo, which the doctor referred to, has a good dental school and it has a coordinator. I am sure that this committee, now that it has been alerted to the problem, will try to do something toward correcting some of the inequities that do exist.

You mentioned three States and free tuition. I think that in some of the cases you will find it is within the State budgets and the colleges are very reluctant about having Government step in an exercise too much control of curriculum. That is the reason, when we appropriate money—the doctor mentioned the higher education bill, identifying it as the Edith Green bill—there is money that goes directly to the colleges and the universities. I think that Mr. Ness brought out a very good point: the cost went up 300 percent and the veteran only received 30 percent. I agree with him very much.

I must commend you on the very fine statement you have presented.

Mr. Baring?

Mr. **Baring.** I do too, Mr. Chairman. I want to go along with your statement and compliment the young man who has given us information here. I think we have to work out something on it. I have had several complaints from Nevada. Although they have veterans' servicemen there, the checks are not coming through, they get discouraged, and they quit because they wash their hands of it. They say, "I do not want anything more to do with it." It is a discouraging fact. I think they can be very discouraged. It has been 3 or 4 years since they left, times have changed, and one man in particular who spoke to me said that he sat down with the adviser of the colleges who said, "Oh, come back in February. I will talk to you later." That is the sort of thing that happens. They have to be advised where they stand. They are fitting themselves back into society and it is all changed.

That is why I wanted to hear you and whoever else follows you. There is a gap. I am a teacher in my own right. Although I have been in Congress for 20 years, I used to teach math. I know there is a wide difference in the teaching of today and the teaching of yesterday. Also there are a lot of these changes in the way of veterans' rights. I think we should get down to the heart of the problem and see just what is wrong and rectify it through legislation. I appreciated hearing your testimony on the one point I asked about earlier.

Mr. **Dulski.** Mr. Danielson?

Mr. **Danielson.** I apologize for having come in late. I have been in another meeting.

What is the ownership responsibility of Fairleigh Dickinson?

Dr. **Silverman.** The college was founded by Mr. Fairleigh Dickinson's father.

Mr. **Danielson.** I do not care about the genealogy. Is it a relatively new school? How old is it?

Dr. **Silverman.** Twenty-six years.

Mr. **Danielson.** Is it State supported or private?

Dr. **Silverman.** A private school.

Mr. **Danielson.** I infer, from what I did hear, that the thrust of your presentation was that the allowances for veterans should be increased?

Dr. **Silverman.** Right.

Mr. **Danielson.** And the young gentleman, the student, commented then on many of the schools: what happens when a check is late and "we cannot pay our tuition."

I would imagine Fairleigh Dickinson would be willing to wait a day or two, would it not?

Dr. **Silverman.** We do have a deferred policy.

Mr. **Danielson.** I certainly agree with the young man that schools should take into consideration the fact that our bureaucracy is not totally efficient and that the postal service is not what it once was but I do question, sir, that the Federal Government would be wise in trying to establish policies for all schools. You have a private school and your board of regents or trustees, or whatever you call them, have both the right and the responsibility of running that school according to the dictates of your best judgment. A State school, likewise, is usually supervised by a comparable board set up by the State.

I am usually classified as a "liberal Democrat," whatever that means. I find there is a great deal of public reluctance or resistance, or whatever you want to call it, to having the Federal Government tell these organizations how to run their schools. In some districts that I have known of, school districts have refused Federal money simply because they feel that this is the first step that leads toward a Federal dictation of policy.

As a friendly suggestion, I would like to recommend that you young men and young ladies, whoever are the students, should put pressure on the board of trustees, the management of the individual school, to recognize that there is some need for a change in policy so that they can wait for a check if it gets a little late and to meet the needs of the veterans. Have you worked at all on that?

Mr. CLARKE. The chapters in the various schools are working on it. Some of them have received deferment and some of them have not.

When I referred to the Federal Government going in and dictating policy to these State schools, it was rather in instituting a program somewhat similar to World War II veterans, where tuition and books was paid with a monthly allotment of $75 a month. We are receiving $175. You can go to a State school or a county college. But, when you are talking about entering Rutgers University or Penn State, the costs are phenomenal and there just is no possible way. Financial aid is limited. Veterans receiving their monthly allotments more than likely do not receive financial aid. Most of the time the applications are turned down. In a deferment policy, that is the first thing they will cry: they cannot discriminate in favor of a veteran.

Mr. DANIELSON. That is up to the individual school. I presume that an individual school like Rutgers could give you free education, if they wanted to, but that is up to the individual school. General Motors can give you a free automobile, if they wanted to, but that is up to General Motors. I do not think that the Federal Government has either the constitutional power, nor would it be good judgment for the Federal Government, to tell these schools how to operate. I do think that the students, the veterans, have an absolute right to make their position heard and to press for a recognition of your needs. In fact, that is government. We have self-government. In that way you are really contributing. I commend you for it. I think rather than having the Federal Government trying to tell these schools how to act, you should tell the schools how to conform to the needs. This is a suggestion that may be worth something.

Mr. CLARKE. I think you misunderstood my answer. I was not saying that the Federal Government should tell the schools what to do. The Federal Government could, maybe, work something out with the individual schools where the tuition would be picked up by the Federal Government, or the difference, so that the veteran would still have his monthly allotment. He could use this for living, for travel expenses, and books and activity fees.

Mr. DANIELSON. Then you are talking about increased allotments? Is that what it is?

Mr. CLARKE. That is what it would come down to. When you increase the allotment, if an increase does go through, it will not meet the standards that Penn State requires as far as costs. That is what I am saying.

Mr. Danielson. You mean it is like the difference between buying a low-priced car and a high-priced car? I would think it might be quite difficult to pass a law which would give one student a greater allowance than you would give another student. I am talking about books and tuition. There is a constitutional prohibition against giving out to one more than to the other. I think you would have to have uniform standards. Otherwise, you are violating the 14th amendment. I wish we could send everybody through Harvard and Yale but that might be a little tough to do, budgetwise.

Dr. Silverman. We would not like that.

Mr. Chairman, I wish you would allow me a commercial for 1 or 2 minutes. I would like for exhibits A and B, the students, to say a word. They have come from the university at their own expense. Would you permit them to say a word or two?

Mr. Dulski. We would be very happy to.

Dr. Silverman. They will tell you like it is.

Mr. Dulski. Would you give your name?

Mr. D'Andrea. Bart D'Andrea. I am a veteran student at Fairleigh Dickinson. I can relate my own experience at Fairleigh Dickinson. The reason, basically, that I am going to this school and not to a State school is that up until this year in the State university the only thing you could continue on with is being a teacher. This is not my vocational interest: to be a teacher. At Fairleigh Dickinson I am receiving the type of education that I feel is necessary for my vocation in the future.

I am carrying 18 credits this semester at Fairleigh Dickinson. It is costing me approximately $1,400 to attend Fairleigh Dickinson. I am receiving $700 from the Veterans' Administration. I have to work in order to meet these expenses. My family is in a position to help me and they will in any way they can but to get this additional money I have to work. It is a necessity, not only for tuition but also to keep me in gas and cigarette money, which I need.

Going to Fairleigh Dickinson was my only choice. I could have gone to a State school but the education I intended on getting I felt I could get only at Fairleigh Dickinson or maybe at another school, but certainly a school that does not require me to be a teacher as a prerequisite.

In answer to the question you asked before about receiving the checks on time, we are very fortunate at our university because we have a very excellent veterans' recorder who sees to it that we do receive our checks. We may not have them at the time the tuition is due. That is our problem. We do not receive the checks at the time we have to pay our tuition. They are working on a deferred payment program now. As of to date, next month, I will have to come up with an additional $1,400 and have approximately $400 to $500 from the Government. The rest of the money I will have to come up with myself until I receive it in the mail, up until June. The money that I receive in the mail automatically goes into the bank and is ready for the September semester. When September comes around and they do not have the additional $1,400, or the tuition increases like it has been at the private universities, I would be forced to leave that school.

I really do not want to leave Fairleigh Dickinson. I like the school. I like the student body. I am very active in the student body. I am a senator on the student senate. I am chairman to our federation, which Neal talked about before, from our chapter in Fairleigh Dickinson. I enjoy going there and I enjoy the education and I am doing academically well. It would really disturb me if I had to go to another school, or maybe quit school completely, because I am not receiving enough funds from the Government. I have never really asked the Government for anything. I have given them 4 years of my life in the Marine Corps. I think to be asked to be sent to school is not asking too much. Thank you.

Mr. Dulski. We will hear from the other gentleman.

Mr. Devine. Sir, my name is Gerry Devine. I am planning to be some day a lawyer. This warns me to attempt to keep my grades up in school. I do not work so I find it necessary that I have to take out loans for my education because the VA benefits that I receive are not enough to cover my living expenses, school books, and things like that. Right now I have a $500 national defense student loan and I have a $200 loan now from the local bank and I made $200 over the summer, with which I paid the balance of my tuition.

I do not want to leave Fairleigh, neither does Bart, but as the tuition has been going up I guess right now we are just hanging on. If it does go up again I am going to find myself dropping out also. Since I said I do some day want to go to law school, right now my VA benefits are supposed to be covering my tuition for the 4 years in undergraduate school. Right now I am in debt for $2,500 at Fairleigh Dickinson. I hope that possibly we may receive some type of tuition increase that will cover these costs so that some day I can go to law school. Then I can pay out the amount of money for the law school and not go completely in debt for the rest of my life. That is all I have to say.

Mr. Dulski. Thank you very much, both of you. It is very refreshing to hear young men with great ambitions. I am sure that, as the Doctor says, you are going to take your place proper in society. I have no questions.

Mr. Baring. Mr. Chairman, I have enjoyed meeting the young men here this morning and hearing firsthand information. I want to thank you for coming down here. How old are you?

Mr. D'Andrea. Twenty-four.

Mr. Baring. You put in 4 years in the Marines?

Mr. D'Andrea. Yes, sir.

Mr. Baring. Was there anything that you learned in the Marines that guided your life? For instance, was there radar or anything in particular?

Mr. D'Andrea. No. I was a supply sergeant. If I do not want to work in a warehouse or work in the docks, there is not much of a call for supply sergeants.

Mr. Baring. Some of the boys took the radar course in the Marines. They have something to fall back on. You do want to go ahead with what you desire too. At the school you are in now, you pick the subject you want?

Mr. D'Andrea. Yes, sir. Another factor is that we receive a bachelor's degree from the university and I know I am not going to have too much difficulty in getting into graduate school. My field is to study psychology. I really cannot do much with a B.A. in psychology. I have to go to graduate school. If I intend teaching psychology, I have to go for my doctorate. Receiving a degree from a lower-rated school, for instance, I would have great difficulty in getting into graduate school. The grade points may be high but it would not make any difference. It depends on the rank of school I am coming from.

I have one question I would like to ask. After World War II, was the 14th amendment violated when veterans received complete tuition and aid to attend any university they wanted to?

Mr. Baring. I will put it to our committee counsel. I am not aware there was such a grant made. I was in World War II and I never received it.

Staff Director. I am not aware that the question of a violation of the Constitution ever arose, but it is not quite an accurate characterization to say that during World War II all expenses were paid. There was a subsistence allowance up to $500 paid for tuition fees and so forth. If the costs were more than $500, which they were even then in certain schools, he found there was a mathematical proportion attached to the veteran's eligibility. If he burned up his eligibility at an accelerated rate he used more than $500. So, to a limited degree there was a system that paid tuition, books and fees on the one hand, and subsistence allowance on the other.

Obviously this does raise one question for the man who chooses to go to the local community college. He raises his eyebrows just a little as to why the U.S. Government ought to pay, as in your personal instance, $1,000 tuition and $150 in his case because of a choice of schools. If you slip back from the other side of the fence, that is the attitude of the individual who chooses a low-cost school, he thinks he has a complaint: "I had the same service you had. Why should the Government pay $1,000 more on your behalf than it does on mine." There are two sides to this coin.

This was up for consideration when the present plans were adopted. It was proposed that there be one set allowance and the individual would be permitted to use his money as best he sees fit. It is true there was a weighted difference in the World War II program toward the high-cost schools. I am not aware that the question of constitutionality ever arose, however.

Mr. Devine. Excuse me. I would like to add one more point.

Mr. Danielson. Excuse me for a moment. What I have to say should appropriately follow what Mr. Meadows was saying.

The thing that Mr. Meadows is pointing out is that no one had eligibility for a greater amount than anyone else. You could spend it faster, if you wanted to. I think Mr. Meadows pointed out that if the tuition exceeded $500 you could, shall I say, draw against your eligibility but you were still limited to the same ceiling of amount. Everybody had the right, if need be, to spend up to "x" dollars. I cannot remember the figures any more. One person might spend it a little faster than the other and thereby be able to spend more at a given time but he still bumped his head on the ceiling at a certain point.

Whether the question of constitutionality was raised is moot, simply because it would not have to be raised under those circumstances. Everybody was getting equal protection under the law, which means equal treatment under the law. I am sorry to interrup you but I thought that was a good point to put that in.

Mr. **Devine.** I would like to add that I am vice president of Alpha Sigma Mu, Sigma Chapter, on Fairleigh Dickinson University. I brought with me the thoughts of 75 of our strength. The general feeling or concensus is that there is a disparity between the education, private education, where we are paying somewhere in the neighborhood of $1,975 a year and either a State school or a community college where maybe the rates are $500 or something like that. All the veterans receive the same amount of money, whereas we have to go out and work and come up with the money, borrow it and have to pay extra interest. At the community colleges they get out with maybe $200. We term it "play money." What we would like to see made possible some day is something similar to the benefits after the Second World War in that each veteran will be able to get the quality education that he does desire. If he feels he wants to pursue a higher education in a private school, where the academic standards are hard, he will be able to do this. If he wants to be able to go to a community college, where maybe it is easier, he can do that also.

Mr. **Baring.** Mrs. Heckler?

Mrs. **Heckler.** I am sorry. I had to go to another meeting this morning. Therefore I was not able to hear the oral testimony. I assure the witnesses that I will read their testimony in full.

However, I would like to have the last witness elaborate slightly on the problem which presently faces the veteran in terms of achieving a quality education. Where is the discrimination? What is the problem? Is it that the funds are not enough so that you cannot afford to try a private college if you feel that institution is better?

Mr. **Devine.** That is exactly it. Those at Fairleigh Dickenson are pursuing that type of a higher education. It is academically, I would say, harder than any other school and the tuition is such that there is no funding or anything. We do not receive any extra allowances and we have to go out and work and possibly endanger our academic rating. If you were in a position as myself, where someday I do want to go to law school, my academic grades are going to count quite a lot.

Mrs. **Heckler.** I would really question your judgment on the caliber of education at all private institutions versus all public institutions or State institutions. I really think that there is some discrepancy there. I do not feel, necessarily, that the State institutions are inferior. I also feel very strongly that you can get a very good education in a number of institutions. Granted, there are some substandard colleges, both private and public. I think it is up to the individual to seek to get the best education himself and that requires his own independent study as well as the opportunity to be in the classroom with a very fine scholar.

Frankly, we have just passed a very, very large appropriation to aid our colleges in institutional aid for the first time. We are already helping private education to go further and to give specified veterans the opportunity to go to an institution that is an extremely good one without providing across-the-board aid at the same time to everyone. It would seem to me to be discrimination in itself.

Mr. **Danielson.** Mr. Chairman, I would like to say that I associate myself with Congresswoman Heckler's remarks. I have had some experience wtih both private schools, State schools, and smaller community schools.

I think you young gentlemen are laboring under a misconception if you feel that the only place you can get an adequate education to fit your own needs is at one of the most expensive schools. The States have such fine schools as the University of Michigan, the University of California, and many of our other fine schools. It is not even subject to question, as far as I am concerned. The record of Nobel Prize winners who are graduates of those schools, stacked up against the products of private schools throughout the country, is no cause for anyone to hang his head in shame.

The justice of the Supreme Court of California went to night school for law school. I, myself, and I am no shining example, worked my way through law school working in a mortuary as a cleanup man for the right to sleep in the attic, in a restaurant for my food, and tending bar for whatever else I could raise. I really do not think it is going to hurt anybody to expend some private effort in order to supplement the very generous allowances that our country provides to our young people in order to achieve the type of education that you may need to compete. As a matter of fact, you may learn some valuable lessons from that very competition.

I commend you for trying to get the best possible education but, if you want a Cadillic instead of a Mustang, I think you have to "scratch" to make up the difference. It is a very good thing for people to want a Cadillic because it gives you the incentive but it is also good for you to put out the extra horsepower that it takes to acquire it.

Dr. **Silverman**. Mr. Danielson, certainly. Coming from the Middle West, as I do, I certainly do not want to disparage the great public institutions in the Middle West. Unfortunately, New Jersey got a very, very late start. We are just beginning with a public school system of higher education. The other young man is going to compete every day with a bulldozer. We are just beginning to work. I am sure that New Jersey will do as well as Michigan and Indiana and Ohio in years to come. I also must say that this country needs both: the private and the public schools.

Mr. **Danielson**. And the very generous Government of the United States, as Mrs. Heckler has said, has just completed an additional set of benefits to give incentive and support and assistance to private institutions. It has been the history of our country ever since the beginning, to aid education. We have done it for more than 100 years. We are doing it today and I am sure we are going to do it in the future. I question that we can stretch the tax dollar. The taxpayer today is labored pretty hard to permit everybody to have the ultimate in what he desires. Abraham Lincoln worked kind of hard for what he did get and so have a lot of other people. I think that is the best part of our tradition.

Dr. **Silverman**. We do, too, and we do not regret that we had to work this hard for our education. I feel confident that our people at Fairleigh Dickinson University are doing their bit too, and I am very proud of them.

Mr. **Baring**. Mrs. Heckler, do you have another question?

Mrs. **Heckler**. Yes. I do agree with what has been said. I do feel that in coming forward and in speaking out to seek the quality education you do, that you are searching in the right direction. I think, really, in terms of the quality of the public institutions in New Jersey versus Massachusetts, where I think they have a high caliber, I think the pressure in terms of upgrading the State institutions should be applied at the State level because there is a lag discrepancy in the caliber of the faculty and in the curriculum of institutions that are State funded.

I should like to say that I have a very similar background, which I just discovered, to Mr. Danielson's. I feel that as a scholarship student I had the opportunity to go to one of the prestige colleges. I had a scholarship opportunity there and I felt that I would be better off if I did not accept that opportunity and stayed at what is a very little known college and yet one that offered what I needed. As a result of that experience, and the experience I had in the student government at that college, I feel that was very important in terms of my coming to Congress, in terms or running for office, and in terms of the experience that I received.

I think the quality of education you receive is partially dependent upon the application you give to the job itself. I just feel that is always going to be the case: the independent studies do make a better student, wherever you happen to be in school.

Mr. Baring. Thank you. Gentlemen, we are definitely going to do something. We are studying quite a few bills here and we will certainly make recommendations along the lines that you have talked about here today. Thank you so much for coming down.

Our next witness is Mrs. Helen Lewis, of the District of Columbia Commission on Status of Women, speaking in behalf of the Interstate Association of Commissions on the Status of Women.

Mrs. Lewis, you may proceed.

STATEMENT OF HELEN LEWIS, OF THE DISTRICT OF COLUMBIA COMMISSION ON THE STATUS OF WOMEN, ON BEHALF OF THE INTERSTATE ASSOCIATION OF COMMISSIONS ON THE STATUS OF WOMEN

Mrs. Lewis. Thank you, Mr. Baring. I am Helen Lewis and I am here on behalf of the Interstate Association of Commissions on the Status of Women to speak in support of H.R. 5188, a bill to amend the war orphans' and widows' educational assistance provisions of Title 38 of the United States Code in order to provide monthly training assistance allowances thereunder for eligible persons for apprenticeship and on-the-job training.

The Interstate Commission on the Status of Women membership includes the Commissions on the Status of Women in 40 States. Its major purposes, as stated in the bylaws, are to enable these official State bodies to work cooperatively "to further the equal legal, social, political, economic, and educational opportunity and advancement of all women and men," and, "to eliminate discrimination on the basis of sex in all phases of American society."

The legislative program adopted at the association's June, 1971, meeting in St. Louis includes specific support of H.R. 5188, which speaks to these legislative goals.

We support passage of this bill because it will remedy a discriminatory feature of present legislation which denies to wives, widows, and children of disabled and deceased veterans the advantages of apprenticeship or on-the-job training programs. A Veterans' Administration pamphlet makes it plain that veterans' wives, widows, and children, who qualify for help in attending school or college, will not receive help for apprenticeship or on-the-job training but only for training taken in schools and colleges.

Just as veterans deserve special recognition and benefits for the service they have given their country, their widows and children deserve at least equal recognition and benefits. The fact that present legislation excludes these dependents from the full range of educational and training benefits available to the veterans themselves we believe is due to an oversight in the original bill, not to an intent of Congress to deny these benefits to the families. H.R. 5188 will rectify that oversight.

We support this bill for a second and equally important reason. We believe that H.R. 5188 will open up opportunities for economic advancement to women and young adults who desperately need them. By having available to them the benefits of apprenticeship and on-the-job training programs now denied them, more women will be encouraged to take advantage of these programs and, consequently, will be able to enhance their earning capacities over a period of many years. Earning capacities make a big difference not only to the women themselves but also to their families and to the national economy for large numbers of women are in the work force and they work for long stretches of their lives. In 1970, about half of all women 18 to 64 years of age were in the labor force and the Women's Bureau estimated that a woman who was working at age 35 could expect to work 24 to 31 more years.

Apprenticeship and on-the-job training is especially important for veterans' widows whose husbands were in low service grades and whose death benefits are comparatively small. This kind of training offers a realistic hope for women to escape from the poverty cycle in that trainees can earn while learning. As apprentices, earning one-half of the wage for the job at the beginning of training and 85 percent at the end, they will be able to acquire new skills with less hardship. Too often women in poverty must choose to meet the here-and-now needs of their families for food and shelter rather than opt for the promise of a better job in the future by taking advantage of an opportunity for job training. When an opportunity for job training is accompanied by an earn-while-you-learn feature, as is the case in programs covered by H.R. 5188, it becomes a realistic choice under which the family's daily needs can be met while the breadwinner is reaching for a more secure and better-paying job.

H.R. 5188 is an important amendment because it will encourage women to enter occupations from which they and society can benefit, and which they might not enter without the earn-as-you-learn feature of these programs. Not enough women are finding there way up the economic ladder through the door of apprenticeship training. At the beginning of 1968, less than 1 percent of the estimated 278,000 registered apprentices were women. Yet, there are many job possibilities for women in many occupations that require the kind of training that can be acquired through these programs. The Women's Bureau reports that in 1970 women participated as apprentices in more than 60 of the 370 occupations offering apprenticeship training. Jobs are being filled by women apprentices and journeymen in factories and industry. They work in composing rooms, machine tool shops, and electronic assembly plants. In addition, women apprentices and journeymen are working in service industries as bakers, barbers, tailors, drycleaners, and chefs. Technical industries, too, provide opportunities for women. They are wroking as dental, optical and pharmaceutical technicians and as draftsmen.

We look forward to the early enactment of H.R. 5188. We believe that this bill will correct the flaw in present legislation which denies apprenticeship and on-the-job training benefits to wives, widows and children of disabled and deceased veterans and will provide significant economic opportunities to an important group of people who desperately need them. Thank you.

Mr. **Baring**. Thank you very much, Mrs. Lewis. You have a very interesting presentation. I note that the Department has given you favor on this bill. I am not going to discuss the physiological reason why it should not be at all because I do not believe there are any. I think the facts stand. The only thing I am thinking of right now is the cost. You have heard some of the other witnesses this morning. We are definitely going to have to increase the VA allowances. If we can certainly work this in, and I am speaking for myself now and not the committee, we will. I can go into many ways that the Government can cut down on what I call nonessential spending and put it into something of this nature. We are having a hard time right now meeting the budget. That is the only thing I can think of. The Department has given you a favorable report and I would be inclined to go along with it too. It may be that we are going to run into a little trouble this year anyway with what is facing this country right now in terms of funding.

Mrs. **Lewis**. Yes, sir. I certainly sympathize with the problem of finding enough money for all of the deserving programs. I would only say that in seeking funding for this program, which I think would be of significant benefit to women, I am not suggesting that we should take the money away from the deserving veterans who themselves are interested in getting higher education. I do hope that the concerns of women, and particularly of the women who are at the lower end of the economic scale, will get at least equal consideration by the committee when you think of all of the places in which funding should be pledged.

Mr. **Baring**. I certainly agree with you. We have fought this foreign aid here for the last 15 or 18 years. I am bitterly against it and yet it passes every time. There are $10 million that could do an awful lot for what we have to face here on the home front, if we were to cut it out. A lot of that is mismanaged by corrupt people and everything else. I think we have a big problem here to cut down where it is not needed and put it into things of this nature.

Mrs. **Lewis**. I sympathize with your problems.

Mr. **Baring**. Mr. Danielson?

Mr. **Danielson**. Thank you. I want to thank you, Mrs. Lewis, for a very well reasoned, lucid, to-the-point statement. It is refreshing to have someone get right to the point.

Second, I want to say that this committee and our Government have left behind them the old vestiges of discrimination on account of sex. Happily, the Supreme Court, as you know, finally woke up a couple of weeks ago and recognized that women are people. I commend you. I think the biggest job in the future is to inspire more and more women, to give them the incentive to enter into and plunge into and take part in all of these various activities, including the Government, the professions, and business, or whatever it may be.

You may have my assurance that I will support anything that would eliminate any existing discrimination, at least as far as such an irrelevant thing as sex is concerned.

Mrs. Lewis. I would like to add that I would like to think that one of the reasons we think H.R. 5188 is so important is that it does offer an incentive to women and it will help groups such as ours to help to encourage women to enter into trades and professions where they are going to begin to move on up.

Mr. Danielson. A lot of that, though, is public relations type of work which you ladies and men in these status of women groups are going to have to prod a little bit and I wish you well.

Mrs. Lewis. We accept our responsibility to do that but we think that any help we can get from the Congress along these lines would be most welcome.

Mr. Baring. Mrs. Heckler?

Mrs. Heckler. Mrs. Lewis, I want to compliment you also on your testifying on this bill. You realize that the most important thing that will really affect all women is the passage of the equal rights for women amendment, which I would not consider an assured fact, and which continues to absorb a great deal of energies, and must. Just the fact that this kind of legislation has to be introduced points out the need for the amendment itself to cover other discrepancies in the myriad of other laws which do discriminate.

I really feel, on this case, on the issue of extending the benefits to women, that you have a question of equality and I really do not think that the cost should be a major factor at all. I think if you are going to provide these benefits they should be provided evenhandedly, to everyone.

I would like to call your attention to a bill that I introduced which would provide equality of treatment for married female veterans and give their spouse the same advantages as the wife of a male veteran receives. That is another one of these proposals designed to fill a loophole where the Government, not intentionally or consciously, but very definitely discriminates against women. We recognize this. I am very, very happy to have your very valuable testimony.

I know, from experience, from studying some of the work-training programs that you are absolutely right about the economic impact. We have had the experience in Boston when AVCO, a large manufacturer, established a work-training program and they also established a day-care center, which I strongly support, they were able to hire a certain number of women employees and a certain number of male employees, all of whom had been at a very low economic level before the program was put into effect. The result was that after the training program expired and funds were no longer available, the men did not stay on the jobs, nevertheless the success of the day-care centers invested in the women trainees paid off handsomely for the company. It in fact provided not only the means of upgrading the individual woman herself and her family but also provided a measure of profitability and economic stability in the company itself. Our commissioner of commerce has testified on that. I would hope that you would follow all of these laws and continue to provide your input. I really appreciate your coming this morning.

Mrs. LEWIS. Thank you very much, Mrs. Heckler. I might say, in response to your remarks about the equal rights amendment, that of course the Interstate Association of Commissions on the Status of Women is in full agreement with you and is working to the extent possible to secure passage of that amendment.

With respect to the legislation that you have introduced, if this is the appropriate time to indicate so, and I was not aware of the fact that this is, but if it is to indicate the support of the Interstate Association for this legislation then I certainly want to make that point for the record. We certainly do believe that these reciprocal inequities, whether they affect men or women, certainly should be corrected and we heartily support your legislation.

Mrs. HECKLER. Thank you, Mr. Chairman.

Mr. BARING. A word from counsel, Mr. Meadows.

STAFF DIRECTOR. One point, Mrs. Lewis, as Mrs. Heckler alluded to here, is this. This situation which this legislation seeks to change, to afford women and children opportunities for on-the-job training, was not a conscious thing. It just happened for a particular reason. When the original program was established, it was established for children only. It was a war orphans' scholarship program. In later years, and in three different acts, women were added as wives of deceased servicemen and later as wives of 100-percent disabled veterans and, finally, the wives of POW's missing-in-action veterans.

Let me disgress. As these groups were added, they were simply added and no basic changes were made in the original war orphans' scholarship program. Here is the point on which I would like to hear your discussion. Originally, when the war orphans' program was established for children, essentially to become operative when they graduated from high school, there was considerable discussion as to whether it was wise to extend on-the-job training and apprenticeship training to these young 16- and 17-year-old people. We felt that if we did, it might encourage some to unwisely not seek further education beyond the high school level and take what for the moment could seem to be a good deal, and get into some rather limited job training situation, and not exploit their full potential from a training standpoint.

That is how apprenticeship and on-the-job training came to be excluded in the first instance. When women were later added, it was sort of an afterthought. Now we are considering the whole question. There does not seem to be any question about women. Certainly that seems to answer itself. On-the-job training and apprenticeship training would be of value to women and should be extended to women. In the amendment we have before us, it does include children. We have to make up our minds whether we are going to extend the on-the-job training and apprenticeship programs to children, or at least, if we do, whether there should be some kind of safeguards so that we are not dangling a rather tinseled benefit in front of this young person when they really should be doing something more substantial. We do have that point.

My question to you is: Do you have a reaction to the children's aspects?

Mrs. Lewis. Yes, I do have a reaction. My reaction is this, that I think it is important to have a spectrum of opportunities available. I do not think it is necessary to write into the legislation any restraints on the children of veterans about whether or not they should be lured into programs that might be squeezing their money out of them without giving them the benefits. I think that what we need to consider, not perhaps from where this committee is concerned, from the very beginning when children enter school, is proper counseling that is always going to get them to try and lift their sights.

I think there is much to be said for urging people to go on to achieve the highest level of academic education that they can. I think we can simply look at what is happening with the young people at our society today and see that many times they come out of academic institutions somewhat dissatisfied with their own preparedness for facing the world in which they have to make their own way. I think we should not downgrade the importance of vocational education. Perhaps we need to upgrade our acceptance of the world. We have to keep open always opportunities for intellectual advancement. I think that by proper counseling to individuals we can help them to find a niche in which they are going to be able to earn their living but not to consider that occupational niche the kind of thing that is going to close their mind to further learning. There ought to be opportunities open all along the way and I think it is important to make available to the families of veterans these particular opportunities for earn-as-you-learn benefits.

Staff Director. There is a point, Mrs. Lewis, that in the war orphans' program there is one program where we require mandatory counseling. At least we do require some people to submit to counseling. Perhaps that is a safeguard.

Mrs. Lewis. The point I want to make about counseling is that the content of the counseling is very important, not only with respect to academic versus nonacademic, but I think counseling with respect to sex equality in terms of the kinds of jobs that both boys and girls are going to be directed toward. I think we have to reawaken and redirect our thinking all down the line so that we get an upward mobility and an equivalent upward mobility for members of both sexes and for members of all classes of our society.

Staff Director. So, your recommendation is that we consider the amendment across the board for children as well?

Mrs. Lewis. Yes, sir.

Mr. Baring. Thank you very much, Mrs. Lewis.

Our next witness is Mrs. Alice Frandsen, speaking for the National Organization for Women.

STATEMENT OF ALICE FRANDSEN, NATIONAL ORGANIZATION FOR WOMEN

Mrs. Frandsen. Mr. Chairman and members of the committee, I am Alice Frandsen of the National Organization for Women, and NOW is delighted to be here today to discuss H.R. 5188.

As an organization concerned about equality for women, we heartily endorse this extension of the benefits available to a whole group of women and children who have not had an opportunity to participate fully in the broad category of part-time education or in apprenticeship programs.

As the Women's Bureau figures show, women make 58 cents for every $1 that men make, on the average; the unemployment rate for women is far higher than for men, and ranges from some 6 percent to 25 percent, depending on area and age groups; and 90 percent of all the women alive now will have worked at one time in their lives. We are urgently concened about the many occupations that promise good wages after apprenticeship training, including the skilled union trades, drafting, dental laboratory technician, upholstering, jeweler, baking, florist, printing, et cetera. We urge the part-time provision for the many women who provide care for their children as their primary job and can only attend training when the children are in school.

Women make up 37 percent of the work force and the number increases every year. We now live longer, have fewer children, and the average woman can expect to live 40 years after her children have grown. Many women rejoin the work force at this time and we would hope that this program would also fit the needs of these women. Thank you.

Mr. BARING. Thank you very much. You were present in the room when we had the last witness. I have no particular questions, other than those I asked of the other witnesses. I think you have a good point and we will certainly work hard on this committee to see what we can do to get something that will not be vetoed downtown. I know that as one of the big things we are facing today we are facing some $32 million in deficit right now on the budget. I again say to this: Where are we going to get the money? Nevertheless, I think your points are well taken and we will do the best we can on the measures.

Mrs. BURRIS. My name is Carol Burris, and I am also with the National Organization for Women. On the point of money, as a woman, I have always paid taxes. Mrs. Heckler brought up the amendment and I worked very hard for its passage. I think one of the things we see in this sort of piecemeal legislation is that its extends benefits to women that have been going to men. I want to see some really affirmative work of getting my tax dollar back to me and to women generally because we do earn so little. We still are paying tax dollars and we are just not receiving returns on a proportional rate.

Mr. BARING. I see what you mean and I support the equal rights amendment.

Mrs. BURRIS. Yes, you were very helpful, Mr. Baring.

Mr. BARING. It is just that we do have a problem. There is a big problem. This is not the only committee of Congress that authorizes expenditures. We have a very fine committee here that I think would be most fair, politically or otherwise, and we try to do the best for the veterans in the overall aspects that we can. I know that many bills that we would like to put through we are unable to because we have problems of a veto downtown anyway. I think World War I veterans have been treated so shamefully. There is only a handful of them left and yet we have not done anything for World War I veterans because of the fact that the administration has told us that they would veto it.

Mrs. **Burris**. I think that with this feeling of women in the armed services, where women veterans only constitute 2 percent of all the veterans, we really are unable to take advantage of things like this apprenticeship program. We would like to see some parity again.

Mr. **Baring**. I appreciate your point. I am not objecting at all, in that light. We just have some good problems.

Mr. Danielson?

Mr. **Danielson**. I just want to reiterate the fact that I think we have passed the threshold which will for all time mark the point where we have finished discriminating against women because of sex. I think that is basically all you are saying: women should have equality before the law. I could not say more. I could not possibly agree more than I do. That is absolutely correct: women should have equal opportunity, equal opportunity in any field at all in which they chose to enter, not only equal but paid for equal work. You mentioned 58 cents to $1, for example. They should have equal access to job opportunities. That is all you are really talking about. You are talking about an awful lot but if you boil it right down, what you say is that you want equal opportunities in every avenue of activity. Is not that about it?

Mrs. **Burris**. Yes. We are down from 64 cents in 1967, on a comparative scale. Also, there are fewer women Ph. D.'s now than there were in 1930. We do have our problems. We have our problems getting into colleges, and so on. I am not sure that the responsibility is totally the fact that women do not try. I think that there are very definite quotas and things like that for women.

The other thing I want to speak to is the question you raised about the *Reed* case because it is a very limited decision, as you know. What the Court actually said was that this preference that men were more equal than women is a violation of the 14th amendment but it did not go so far as to say that women are people. It said that this was a distinction made for the convenience of the courts of Idaho, and therefore it was not a very distinct distinction.

Mr. **Danielson**. I have read it, ma'am. I know what it says.

Mrs. **Burris**. I would like for the Court to say much more.

Mr. **Danielson**. I would like to pump up your ego a little bit there. Courts just simply do not decide issues which are not presented to them. The language of that opinion, in my opinion, will cover a whole spectrum of activity. The Court has said that you may not discriminate against women simply because they are women. They may not have used the precise phraseology that you would have preferred but, legally, it is there now. I feel very good about it. I think now your big job is to encourage and prod more and more women to get into all forms of activity. I have no question in my mind that women are going to be able to do their job very well. The 2-percent limitation on women in the armed services just cannot stand any more.

Frankly, I have a radical proposal in the back of my mind on this, on the back burner. Since we provide fine college education to men at West Point, Annapolis, and Colorado Springs, they either should be made coeducational or we should have a women's military academy. Why don't you draw that up, Mrs. Heckler, and let me in as one of your coauthors? We provide men in America with splendid education there.

Mrs. **Burris**. They could not afford otherwise. It is often an opportunity for people who otherwise would not be able to escape from backgrounds, just as in the services generally. I am from Montana, rural Montana. I am sure this is true in your State as well. There is no way to escape for many young men but through the military. For many young women there is just no way to escape it.

Mr. DANIELSON. I covered that very point in one of my little extensions of remarks in the Congressional Record. I think that the right of women to take advantage of a job opportunity, to eligibility to build up pension and medical care, to a professional status in the military service, is a most valuable route. I have a modest-income level district and a lot of minority people and I go around all the time trying to stimulate these young men to apply for West Point, Annapolis, and so on. They get a splendid education there. I cannot hand the same thing out to girls and I think it is a crying shame. I want you to know that I am with you and I am sure this committee is. In fact, I know the whole Congress is. From now on, I think it is mainly a job of giving women incentives, or courage, if you want to call it that, the imagination, to do this. It is a new thing but let us get them into more activities. The incidental benefits are just going to come right along with it.

Mr. BARING. Mrs. Heckler?

Mrs. HECKLER. Mr. Chairman, I am going to reiterate your statement earlier: I think this is one of the most bipartisan committees. I really do not think there is any conscious male chauvinism at all. In fact, I do feel there is a great deal of respect for women. I have found that, with the other women members of the committee, this has been accorded to us as equals. On the other hand, I have to say there really is a little different interpretation: the male point of view versus the female.

I was extremely unhappy with the *Reed* case. I feel it was not a breakthrough. I really feel now, in view of the facts, that the courts have never said that women are really equal to men. They have never said it. They did not say it this time, after the House had acted and so on. It was, again, another disappointing situation. I feel very strongly that the language of the decision is susceptible to a broader interpretation but I still wonder why they could not have made it a clearer determination on that one issue.

That is not the real point. In terms of many, many Members of the Congress, for example, you have Members who really believe in equal rights for everyone but just are not aware of when they are not extending them. Consequently, your testimony and presence is so valuable and so important. I really do appreciate it. So many times I am really asked, "Do women really care about this?," and this is a genuine question because many male Members have not had specific issues brought to their attention by the women constituents. Your place and your testimony on the record indicates the concern that women do share.

I would differ slightly with my colleagues that we should stimulate them to get into all forms of activity. I differ slightly because I do think that it is important to raise the sights of every individual so that their aspirations can be more deliberately pursued so that they can reach their full potential. Really, in the case of women, it is a case of opening the doors. I really believe their sights have been raised, and they have been for quite some time, but the doors have not been opened. As a woman lawyer, I can testify to this since the beginning of my legal career.

The fact is that as far as the administration is concerned, I notice they have testified in favor of the bill which would provide biparity for the husbands of female veterans with the wives of male veterans and that is a step in the right direction. I would hope to get their support on this legislation.

The most valuable contribution you have made today is really by speaking out in a responsible fashion, as you have, and in providing the economic input also, because you are taxpayers. I realize this. As long as the discrimination exists, I hope you will continue to plug in those loopholes because I fear that the *Reed* case did not go far enough and there will be thousands of these unless we get the passage of that amendment. We cannot wait for that passage to try to attack the practical issues at hand, even though we are forced to work on a patchwork quilt and do it in a piecemeal fashion. It is the only approach available at the moment. Thank you both.

Mr. **Baring.** Mr. Meadows?

Staff Director. There is one point that probably should be made. There really are three issues here before us, that are presumably of interest to you and the previous witness. One, the bill that would extend apprenticeship and on-job training rights to women. We have a favorable administration report on that, so the prospects look good. Two, Mrs. Heckler's bill that would take care of the dependency situation, on which we have a favorable administration report, and then the third bill is not very important but still the principle is there. It is in this group that none of you have alluded to that we also have a favorable administration report on. This is a program in which we seek to encourage veterans that have not finished high school to get back and do that and move ahead. To encourage this, we pay them the benefits, but we do not burn up or charge their entitlement. In other words, he can spend 6 months getting his high school diploma and he would not use 6 months of his entitlement. That would be saved for things later on. That particular benefit, that is not counting entitlement for high school training, is not extended to the groups of women we have been talking about here. We do have an amendment before us here that covers that. We have a favorable administration report on that also. I would say that all three issues are in pretty good shape. Thank you, Mr. Chairman.

Mr. **Danielson.** Mr. Chairman, may I be indulged for a moment?

Mr. **Baring.** Yes, Mr. Danielson.

Mr. **Danielson.** I hope that Mrs. Heckler will treat me with some compassion. If you are aware of some doors that are closed, which I am just blind to, would you mind opening my eyes so that I can help you open those doors?

Mrs. **Heckler.** It would take hours and hours but I would volunteer.

Mr. **Danielson.** My blindness is a matter of the mind, not of the heart.

Mrs. **Heckler.** I appreciate that.

Mrs. **Burris.** I will tell you. I think there is great hope for you because you switched your vote on that amendment. We feel you are extremely educable and I think we would be happy to devote whatever time we have to it.

Mr. **Danielson**. Some of the calcification left me. As a lawyer, I still feel that the amendment should not be necessary. I hope you got the language there very carefully. I am afraid that it is necessary, simply because the Supreme Court has never met its responsibility of following what the Constitution says on equality. They have not done it. They could have and should have but have failed, and the Congress itself could very well have passed a law a hundred years ago, wiping out any discrimination as a matter of national policy, of law, but the Congress has failed to legislate. All we have left now is the citizen's right to put it in the Constitution. Maybe that is a rationalization that accommodates my mentality. I do not know but I really think that is correct. Since the Supreme Court has not met its responsibility and the Congress has not met its responsibility, we had better do something about it.

Mr. **Baring**. Thank you very much, ladies, for your presentation. That completes our witnesses for this morning.

The subcommittee has received a number of letters and statments from various individuals and organizations, and without objection they will be placed in the record at this point. They include four statements from a veteran, Michael D. Martindale; a telegram from Mr. Cy Carpenter, acting president, Minnesota Farmers Union; a telegram from Mr. Garry R. Walz and Mr. Robert Zeller of the American Personnel in Guidance Association; a letter from Mr. John A. Fitterer of the Association of Jesuit Colleges and Universities; a letter from Kathryn F. Clarenbach, Governor's Commission on the Status of Women, State of Wisconsin; a letter from Mr. John F. Morse in behalf of American Council on Education; a letter from the Reverend C. W. Friedman for the National Catholic Educational Association; a letter from Mr. Clarence E. Lovejoy in behalf of Lovejoy's College Guide; and a letter from Mr. Tony T. Dechant, president of National Farmers Union.

STATEMENTS OF MICHAEL D. MARTINDALE

Chairman Teague and Members of the Committee: The following is my continuing testimony to your Committee in regard to bills, problems and resolutions before it. Since our State House Committee of Taxation and Veterans Affairs, they are more interested in taxes than the problems of Michigan tens of thousands of veterans.

H.R. 9613, H.R. 9627 and H.R. 10224—

I am for equality in the bill of H.R. 9613, since the Congress has secured equality in other fields, so why not here. I support this bill 100% and urge the Committee to use its wisdom in securing its passage.

H.R. 9627 and H.R. 10224 both provide for the payment of tuition, subsistence and educational assistance allowances on behalf of or to certain eligible veterans pursuing programs of education under ch. 34 of such title, and for other purposes.

This bill is like H.R. 10044 in many ways of which I gave my first testimony to this Committee. The thing that worries me of someone paying on my behalf is the redtape and will it really be paid? The cost of dorms on campus in this time is very high, since many colleges are raising all cost to meet the rising costs of the nation. I feel that the Committee should combine these two bills into H.R. 10044 and amend the bill to include inspection and upgrading of the Veterans' Administration. I feel an increase is greatly needed for all educational allowances and benefits. I am right now below the poverty level. Some colleges in Michigan start at $2450 and run to $3460 per two semesters of education. That turns me away from applying for admission. The average college form room and board cost is $564 to $600 for two semesters of education. Some college charge up to $900 per two semesters. The Administration of the check is costly in waiting time as well.

I support H.R. 10044, H.R. 9627 and 10024 since they are alike and can help me if passed.

The following is my continuing testimony to your Committee in regard to bills, resolutions and problems before it. I thank the Committee for this privilege of submitting my views. My testimony is as follows:

H.R. 11596—To amend chapter 41 of title 38, of USC to improve job counseling and employment services for veterans, and for other purposes.

I am in support of this bill since my past relationship with VA job counselors has been short. The man to whom I talked to only spoke to veterans who had jobs before entering service. Since I did not, it was "Sorry, I can't help you!" As a veteran I feel the VA should help veterans wanting to work before attending college. I feel such efforts by Congress should be started now to improve this service.

H.R. 11922—A bill to provide . . . special advisory and counciling assistance to veterans at institutions of higher education and to authorize on a trial basis, a special program to aid veterans with academic deficiencies to gain entrance to institutions of higher education.

I am in very strong support from personal experience for this most needed bill. Such a program is needed greatly now at Delta college where I go. Many more need help on transfering to other colleges of higher education. Many have learning handicaps that need attention, which now goes overlooked. At Delta college we have 7 counselors for 7000 students, so a lot of people get overlooked. Entrance help could be started as part of the out-processing program at base personnel offices, before discharge or separation from active duty begins. I need help in transfering to a larger college for my B.A. in Journalism, but my college won't provide it. Such a program could be funded by the VA and directly through its State offices and local VA representatives. Such a program could help cut unemployment by hiring more Civil Service people from all counseling education levels and training counselors as well. It would provide about 2000 to 3000 jobs if the VA manages it properly and insured service to all veterans desiring help. In conclusion, I am 100% behind this bill and will urge Congressman Cederberg, Senator Hart and Senator Griffin to vote for it!!

The following is my continuing testimony to your committee in regard to bills, resolutions and problems before it. I am most thankful for this opportunity to speak to such honorable and learned Members of the Congress. My testimony is as follows:

H.R. 12255—to amend chapter 34 of title 38 of USC to provide additional benefits of education to veterans who have served in the Indo-China theater of operations during the Vietnam era.

I am in support of this bill, only if it is amended to include all veterans who have served honorably. I have friends who have served in the United States and Europe while I was stationed in Vietnam. They need educational assistance too! What is needed is a raising of the present $175 per month which is very, very low and discourages transfer to colleges of higher education. If I transfer next year to Michigan State, I will be $900 to $1,200 short for total cost. To meet this difference I am attempting to publish a novel. A maximum of $3,000 per year per veteran and additional amounts for his dependents would help many, including myself. Also part-time work programs for veterans could be set up on the local level to help meet college and educational cost.

I strongly say, up the amounts of money and do not discriminate against anyone who is a veteran from getting assistance!!!

AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION.

Hon. OLIN E. TEAGUE,
U.S. House of Representatives,
Washington, D.C.

The American Personnel in Guidance Association joins the American Legion in seeking your support of corrective legislation in the area of educational benefits for our veterans. We believe this is a priority piece of legislation.

GARRY R. WALZ,
President.
ROBERT ZELLER,
Chairman Federal Relations Committee.
M. MCDONOUGH,
Active Executive Director.

MINNESOTA FARMERS UNION,
St. Paul, Minn., December 7, 1971.

HON. OLIN E. TEAGUE,
Chairman, House Committee on Veteran's Affairs,
Washington, D.C.

National Farmers Union and Minnesota Farmers Union have over a period. of years been concerned about features of the cooperative farm training program under the G.I. bill, which make it virtually unworkable for veterans to use their educational eligibility for farm training.

We recognize that major general improvements in the G.I. educational program have been made by the Congress in the past two Congresses, yet the fact is that the existing 12-hour minimum classroom requirement per week for practical purposes makes it impossible for the young man farming full-time to carry what is virtually a full-time academic load in addition.

A restoration of credit for on-farm supervision or instruction, as proposed in H.R. 3351, would bring the program within the realm of workability for many young veterans.

While relatively few classes are being conducted under the cooperative farm training program at present, we foresee that a large potential exists for a program which would require fewer hours in the classroom and give credit for on-farm instruction on an individual or group basis.

In Minnesota alone, vocational educators project a potential of perhaps as many as 5,000 veterans in the farm training program. Indications are also available that considerable participation would be forthcoming in other major agricultural states.

We hope that you will actively support the inclusion of the provision of H.R. 3351 in the composite educational bill now being developed in your committee.

Since the high school and college agricultural schools are turning out only a small fraction of the number of annual farm replacements needed in the U.S., the restoration of an effective G.I. farm training program could be very useful in filling the gap in skilled manpower.

Farming in future years will place more and more of a premium on management capacity and know-how. The G.I. farm training program can help through computer programming and accounting to enhance the farm operator skills.

The G.I. farm training program has a tremendous record in that its graduates do tend to remain in farming. A long-term survey of young men in Minnesota who had completed the training, revealed that after 10 years 83 per cent were still engaged in farming.

We appreciate whatever you can do to make the needed changes in the farm training program which would make it more readily available to young veterans who choose to farm.

CY CARPENTER,
Acting president.

ASSOCIATION OF JESUIT COLLEGES AND UNIVERSITIES,
Washington, D.C., December 10, 1971.

Hon. OLIN E. TEAGUE,
Rayburn House Office Building,
Washington, D.C.

DEAR CONGRESSMAN TEAGUE: Realizing that your committee on Veterans' Affairs, through the Subcommittee on Education and Training, is reviewing veterans' benefits for education, I would like to call your attention to the recent testimony of two associations. On December 1 and on December 9, the American Association of Junior Colleges (AAJC) and the Association of American Colleges (AAC) made statements supporting restoration of tuition grants for veterans or post-secondary education. On behalf of the Association of Jesuit Colleges and Universities, I wish to add our endorsement of the testimony of the AAJC and the AAC, and particularly of the statements supporting tuition grants.

The statement by Dr. Ness of the AAC is, I believe, very pertinent here, and accurate. Veterans' attendance at private colleges and universities began to decrease following the termination of those G.I. benefits associated with the World War II G.I. bill. Legislation from the Korean War to the present has largely limited the veterans' choice of schools to the lower tuition colleges and universities, usually the public institutions. The data collected by the AAC and presented by Dr. Ness verifies the fact that such is the current situation.

I hope that you and your committee give serious consideration to this issue particularly as present educational benefits for veterans do discriminate against the private colleges and universities on economic grounds. We believe Dr. Ness makes a strong case for the restoration of the balance: to permit a choice without discrimination.

Respectfully,

JOHN A. FITTERER, S.J., *President.*

STATE OF WISCONSIN,
GOVERNOR'S COMMISSION ON THE STATUS OF WOMEN,
Madison, Wis., December 3, 1971.

Hon. OLIN E. TEAGUE,
Chairman, Cannon Building,
Washington, D.C.

DEAR MR. TEAGUE: The Wisconsin Commission on the Status of Women strongly supports H.R. 5118.

It deplores the fact that there are large numbers of women—the widows of veterans and the wives of disabled veterans (and their dependents)—who are, under existing law, ineligible for the grants-in-aid available to veterans themselves (a group largely male) while undertaking apprenticeship programs. The need is particularly great for providing veterans' wives and children who are in extremely limited financial circumstances with the opportunity of taking advantage of apprenticeship in the one major employment training system that is specifically structured to enable the trainee to earn while learning.

Though apprenticeship is associated in the popular mind mainly with the construction industry crafts, construction trade apprentices in Wisconsin constitute a bare 40 percent of the total registered with the state apprenticeship agency. There are a total of approximately 370 skilled occupations which are recognized as apprenticeable, including drafting, florist, dental laboratory technician, upholsterer, compositor, jeweler, small appliance repair, to name but a few. October 1971 Wisconsin had almost 400 registered women apprentices, including 236 registered cosmetology apprentices, 29 apprentice cook-chefs, 55 apprentice day care teachers, 14 apprentice barbers, and 32 apprentice homemaker-home-health aides—all of them women. There are also Wisconsin women training through apprenticeship as bakers, dietetic technicians, pharmacy technicians, lithographic strippers, rehabilitation technicians, lithographic cameramen, and weekly newsprinters.

The Bureau of Apprenticeship and Training, U.S. Department of Labor and several state Divisions of Apprenticeship, including Wisconsin are currently working to enable more women who are in extensive job training situations to register as apprentices so that they may be granted a certificate of completetion recognizing their acquired skill which will enhance their job opportunities and mobility. (See U.S. Department of Labor Bulletin 71–5 attached.)

This Commission urges that veterans' widows and wives of disabled veterans and their dependents be allowed to claim educational benefits for the full range of educational and training opportunities, including apprenticeship, that are currently available to veterans, and to the wives and children of servicemen missing, captured or interned.

Sincerely,

KATHRYN F. CLARENBACH.

AMERICAN COUNCIL ON EDUCATION,
Washington, D.C., December 3, 1971.

Hon. HENRY HELSTOSKI,
Chairman, Subcommittee on Education and Training, Committee on Veterans' Affairs, Washington, D.C.

DEAR MR. HELSTOSKI: Recently (December 1) you in your capacity as chairman of the Subcommittee on Education and Training heard testimony presented by President Luis Morton on behalf of the American Association of Junior Colleges.

The American Council on Education, which represents 1593 institutions and associations of higher education, wishes to associate itself with President Morton's testimony, and we request that this letter be made a part of the record.

In particular we wish to support the positions numbered points 4 and 5 in President Morton's testimony. The requirement that pupils be physically present in a classroom for a given number of clock hours is probably appropriate for school children but clearly inappropriate for adults who should and can master much of the material presented in a classroom through independent study. We would urge that if the Committee believes that some minimum number of classroom hours must be prescribed, the upper limit of such a requirement be 15 hours.

Similarly we see little reason for insisting that PREP programs be limited to the achievement of a high school diploma. The diploma is a useful device to signal the completion by school children of four years in the traditional high school courses. But it is increasingly recognized that there are many routes to acquiring an education, even at the college level. The question is not whether one has spent a certain number of hours studying a given number of courses but whether one has mastered the material normally expected of a high school or college graduate. Because of this very fact, the GED tests have been developed in collaboration with the Department of Defense. We would strongly urge that the legislation governing the PREP program clearly authorize work directed toward a high school equivalency certificate.

Sincerely yours,

JOHN F. MORSE, *Director.*

THE NATIONAL CATHOLIC EDUCATIONAL ASSOCIATION,
Washington, D.C., December 16, 1971.

Hon. OLIN E. TEAGUE,
Rayburn House Office Building,
Washington, D.C.

DEAR CONGRESSMAN TEAGUE: Aware that your Committee on Veteran's Affairs is reviewing veteran's benefits for education, I would like to endorse the testimony recently made by the Association of American Colleges (AAC) and the American Association of Junior Colleges (AAJC). On behalf of the College and University Department of the National Catholic Educational Association, I want to add our endorsement of the testimony of these two associations, particularly the sections supporting tuition grants.

The G.I. Bill following World War II gave the veteran a choice in education. Current legislation, as Dr. Ness of AAC points out, largely limits the veteran's choice to low tuition colleges, which means public institutions. Tuition grants would restore choice to veterans and reduce the discrimination against private colleges on economic grounds.

Thank you for your consideration of this issue.

Sincerely yours,

REV. C. W. FRIEDMAN,
Executive Secretary,
College and University Department.

LOVEJOY'S COLLEGE GUIDE,
Red Bank, N.J., December 15, 1971.

MR. OLIVER E. MEADOWS,
Staff Director, Cannon House Office Building, Washington, D.C.

DEAR MR. MEADOWS: In response to a recent letter from Colonel J. Edward Wieland, Director of Education and Scholarship Programs of the American Legion, we are happy to support the position of the American Legion taken in a telegram sent on November 3, 1971, to the Hon. Roman C. Pucinski of the Veterans Affairs Committee.

We strongly agree with Resolution No. 342, viz. "Sponsor and support legislation to authorize tuition payments and to establish VA guaranteed and direct education loan program for Vietnam Era veterans" and also Resolution No. 44, viz. "Sponsor and support legislation to improve the educational assistance and voca-

tional rehabilitation programs provided under Title 38 USC" adopted at the National Convention of the American Legion in Houston, Texas, last fall.

Faithfully,

CLARENCE E. LOVEJOY.

NATIONAL FARMERS UNION,
Washington, D.C., December 17, 1971.

HON. OLIN E. TEAGUE,
Chairman, House Committee on Veterans' Affairs, Cannon House Office Building, Washington, D.C.

DEAR MR. CHAIRMAN: I am writing to urge favorable action on your bill, H.R. 3351, on which hearings are currently underway before the Veterans' Affairs Committee.

Farmers Union has testified in support of similar legislation, and Minnesota Farmers Union communicated with you by telegram about two weeks ago in support of H.R. 3351.

H.R. 3351 provides that an eligible veteran who is enrolled in a farm cooperative training program involving institutional and on-farm training shall be eligible to receive the following educational assistance allowance:

"$153 per month, if he has no dependents; $182 per month, if he has one dependent; $211 per month, if he has two dependents; and $10 per month for each dependent in excess of two."

It is particularly significant that H.R. 3351 makes this level of assistance available while reducing the number of classroom hours to 200 per year or not less than 8 hours per month and restoring individual on-the-farm instruction as part of the program.

The existing 12-hour per week classroom requirement makes it impossible for the young man engaged in farming full-time to meet the classroom requirements necessary to qualify for the full level of financial assistance. Restoration of credit for on-farm supervision and instruction, as provided in H.R. 3351, would make it feasible for many young veterans who farm to participate.

The kind of instruction that can be secured under this bill by young farmers if they are to remain in farming is increasingly essential. Today's farmer cannot survive without modern management skills and technological know-how.

The G.I. farm training program has a tremendous record in that its graduates do tend to remain in farming. A long-term survey of young men in the state of Minnesota who had completed the training, revealed that after 10 years 83 percent were still engaged in farming.

While relatively few classes are being conducted under the cooperative farm training program at present, a large potential exists for a program which would require fewer hours in the classroom and give credit for on-farm instructions on an individual or group basis.

In testimony before this Committee last year, Farmers Union projected future demand for training as provided in H.R. 3351, based upon a spot check of educational agencies in 12 states. The survey found that an estimated total of 20,327 veterans would participate in a cooperative farm training program as provided in H.R. 3351 in the states of Minnesota, Nebraska, Illinois, South Dakota, Ohio, Virginia, Mississippi, Tennessee, Indiana, Wisconsin, Kansas and Iowa. Of course veterans in other states could also be expected to enroll.

About 500,000 veterans have used the "Cold War" G.I. bill for college work since 1967; about 175,000 have used the program for on-the-job training, but virtually none have been able to use the program for agricultural training.

The G.I. bill is clearly intended for the purpose of "aiding such persons in attaining the vocational and educational status which they might normally have aspired to and obtained had they not served their country."

It is time for the Congress to restore equal educational opportunity to veterans who choose to farm. This can be done by enacting H.R. 3351.

We urge your Committee to include H.R. 3351 in the composite educational bill now being developed by your Committee, and to report such a bill for early enactment when Congress reconvenes in January.

I respectfully request that this statement be incorporated into the public record of the hearings now underway on H.R. 3351 and related bills.

Sincerely,

TONY T. DECHANT, *President.*

Mr. Baring. The subcommittee stands adjourned. If there is no objection, other statements or data pertinent to this series of hearings, which are received prior to the printing of the record, will be inserted at this point.

(Whereupon, at 11:50 a.m., the subcommittee adjourned, to reconvene at the call of the Chair.)

(The following statement was received and made a part of the record as directed.)

STATEMENT OF GERALD O. ALLEN, FORMER PRESIDENT, NATIONAL HOME STUDY COUNCIL BEFORE THE SUBCOMMITTEE ON EDUCATION AND TRAINING OF THE COMMITTEE ON VETERANS' AFFAIRS, HOUSE OF REPRESENTATIVES

Mr. Chairman and Members of the Subcommittee, I am Dr. Gerald O. Allen, President of the Cleveland Institute of Electronics, 1776 East 17th Street, Cleveland, Ohio 44114, an independent correspondence school founded in 1934. The Cleveland Institute of Electronics has grown to a present enrollment of approximately 49,500 students. Of this total, approximately 8,500 are veterans studying under the GI bill and an additional 15,000 are active duty service personnel studying under the GI bill—many of these on duty in Vietnam. We have trained more than 250,000 students since 1934 and last year our instructors graded more than 600,000 examinations.

I appear before you as past president of the National Home Study Council and member of its board of trustees. In addition, I serve on a special committee of the National Commission on Accrediting, studying the procedures for affiliation of specialized accrediting agencies with that group.

The National Home Study Council is a voluntary organization of accredited home study schools. Its purpose is to establish and maintain sound educational standards and ethical business practices within the home study field.

Over 45 years ago, under the stimulation of a Carnegie Institute study and the National Better Business Bureau, several well-established correspondence schools recognized the need for standards and self-discipline within the field. In 1926 they organized the Council and established educational and ethical standards which have been raised repeatedly since that time.

In 1954 the Council decided that further improvement should be made in the standards and procedures for examining home study schools. After much study and consultation with leading education authorities, the Council developed and adopted a new accreditation program. The basic plan is similar to that of other modern accrediting associations.

In April 1959 the Accrediting Commission of the National Home Study Council was recognized and approved by the U.S. Office of Education as a "nationally recognized accrediting agency."

Accreditation is a voluntary matter. Any private home study school 2 years or more old can apply. Upon accreditation, based on onsite examination, it automatically is eligible for membership in the National Home Study Council. Attached to this statement is a directory of the 163 accredited home study schools and a pamphlet describing the accrediting program.

An estimated 1,630,000 persons are pursuing private home study courses each year. More new students enroll every year in home study schools than enter the freshman class of all colleges and universities. They want to get ahead; for them, home study is the most convenient, economical, and practical way to an education.

Since its inception more than 80 years ago, home study has become a significant and unique part of American education. Because of its inherent advantages, home study schools play an important role in the adult education movement.

Home study schools provide a second opportunity to persons who either did not earlier acquire all of the education they need or who cannot now take advantage of other formal and resident educational opportunities.

Added to the pressure of rapid social and technological changes is a mounting demand for new cultural and social understanding. It has become a necessity for modern man to continue learning throughout life.

Finally, with the population boom, industry upgrading, and retraining demands, overtaxed resident facilities and faculties, there is no doubt that home study must play a greater role in the years ahead. Of increasing importance is the role being played by home study schools in the vocational and technical fields. We are proud that according to a recent VA report correspondence school training accounts for approximately 15 percent of the veteran and over 65 percent of the active duty service personnel in training under the GI bill.

We have had an opportunity to carefully study the various proposals pending before your committee. With your permission we would like to devote our testimony to the provisions of H.R. 11954, particularly the provision reducing the amount the veteran is reimbursed for correspondence training from 100 percent to 90 percent of the established tuition charge (Section 303), the provision limiting the recognition of accredited courses by establishing refund requirements (Section 303(b)) and the provision eliminating all recognition of accredited home study courses under Section 1775 of Title 38 (Section 303).

On behalf of the National Home Study Council I wish to express our opposition to these provisions which we believe discriminate against veterans and active duty service personnel pursuing home study training and which change the recognition previously given courses approved by nationally recognized accrediting agencies.

Under present law "less than half time" students in institutional courses receive 100 percent reimbursement for tuition and fees. Why should veterans and active duty service personnel enrolled in correspondence courses receive only 90 percent of the tuition they pay? This is all the proposed legislation permits.

The Veterans Administration has testified that correspondence education is the "only program under Chapter 34 which will return to the veteran the full cost of his tuition." They also claim that "all other programs require him to have a stake in his own training." Home study students are reimbursed by the VA only on the basis of the lowest time payment plan or the cash price, whichever is the lesser. Most veteran home study students pay their tuition on an extended time payment plan which requires a greater outlay than that provided by VA reimbursement. The result is that most veterans today are making a financial contribution to their education under present law and regulations. Why should the correspondence student have to sacrifice more than any other type of student to receive his education and training?

The correspondence student must wait 3 or more months for the VA to send his reimbursement check, whereas students enrolled in institutional courses receive regular monthly payments. Why should a correspondence student already making a contribution in time and money comparable to students enrolled in other educational programs be further penalized?

We also note that the Veterans Administration endorses the provisions of H.R. 11954 which would provide for advance payments of substantial allowance to veterans training on a half-time or more basis. Such provision for advance payments is not being recommended for home study students. This is still another provision which puts the correspondence student in an unfavorable position.

Since 1952 correspondence students have received 100 percent tuition assistance. Since that time other types of students have received benefits such as monthly reimbursement and now the proposal for advance payment of subsistence. Correspondence school students have not received any additional help by the Congress or the VA. We do not understand why attempts are made to further discriminate against the correspondence school student.

Last but not least, we call to the attention of this committee the fact that this proposal of the VA to cut reimbursement to correspondence school students has been considered by the Congress on many occasions and has been rejected. The most recent rejection of this proposal occurred in 1969 when hearings were held on H.R. 6798, H.R. 6800, and H.R. 6808. This recommendation has been rejected every time it has been brought up by the VA and we urge that it be rejected again.

Existing legislation makes a clear distinction between the approval of accredited and nonaccredited courses. In establishing this distinction. Congress recognized that schools accredited by nationally recognized agencies are subject to careful examination and adherence to standards.

These give the veteran necessary protection and assurance of educational quality. On the other hand, Congress provided restrictive criteria for nonaccredited schools to give the veteran a measure of similar protection. Why is it now proposed to alter the basis of these distinctions and, by so doing, weaken the position of nationally recognized accreditation?

The Accrediting Commission of the National Home Study Council has developed rigid standards in all areas of school activity, including those for the cancellation and settlement of student enrollments. Such standards were first adopted more than 10 years ago and, to the best of our knowledge, ours was the first nationally recognized accrediting agency to set specific standards for the settlement of student accounts.

These standards have been subsequently strengthened and it was determined in an analysis made in 1970 that under the recognition allowed by the present law our schools have been recognized as accredited in every State where an accredited school is located.

In addition, States have given special recognition to these standards in their own legislation and regulation. For example, just recently in the State of Illinois a careful reexamination was made of all standards affecting proprietary schools, including correspondence schools. After full consideration, the Illinois officials adopted the cancellation and settlement policy of the National Home Study Council almost word for word.

Over the years nationally recognized accrediting agencies in the United States have established and maintained standards of quality for educational institutions. The general public has come to rely on this and has benefited thereby.

Congress has consistently recognized the value of accreditation in legislation for federally financed programs and has even limited eligibility to students enrolled in schools approved by "nationally recognized accrediting agencies."

We have consistently supported and cooperated with this committee, Congress and the Veterans Administration in efforts to provide educational opportunities to veterans and active duty service personnel. We have also supported provisions recognizing quality schools and, at the same time, placing needed restrictions on other institutions to protect the GI student.

We urge no change in this sound position.

The Veterans Administration has stated that charges made by correspondence schools should be "based upon the services rendered to the veteran student . . . the lessons serviced." We certainly agree with this statement, but we do not agree with the proposition that "educational services rendered" can be measured by merely computing the number of lessons completed, any more than they could be measured by computing the number of classes attended in a college program. For example, when a student enrolls in our school his first set of materials involves a cost to the school of over $80, whether he studies or not, and the material is of no value once it has been furnished, since no home study school can in good conscience reissue the same material. The proposal outlined in H.R. 11954 would not allow my school to recover even the cost of enrolling a student. My situation is typical of what occurs in many correspondence institutions who are accredited by the National Home Study Council.

Unfortunately, this lack of understanding arises from the fact that there are no professional educators on the central office staff of the Veterans Administration charged with the responsibility for this subject area.

Equally important is the fact that, to the best of our knowledge, no central office staff member has ever visited or studied an accredited home study school.

On various occasions specific invitations to make such a visit and study have been extended to staff members of the Veterans Administration. They have been rejected.

This subcommittee considered this same type of proposal at hearings in 1969, on H.R. 6798, 6800 and 6808. At that time they rejected the same type of proposal recommended by the VA. At that time several members of the subcommittee and the staff recommended to our representatives that further efforts should be made to acquaint VA central office officials with the workings of an accredited home study school. Following those hearings and on many occasions up to the present time efforts have been made to invite central office officials to visit accredited schools and even to participate on accrediting visits as observers. All of these efforts have been in vain. The VA refuses to accept this opportunity to understand how accredited schools operate.

We are equally concerned that H.R. 11954 would remove accredited correspondence school courses from Section 1775 approval. Section 1775 deals only with "approval of accredited courses." No explanation has been given by the VA as to why accredited correspondence schools should be removed from this provision. We are at a loss to understand this development in light of the fact that recognition under Section 1775 depends upon approval by the various state agencies. The state agencies have recognized National Home Study Council courses as accredited even though Section 1775 permits them the opportunity not to recognize any courses as accredited.

We feel that the Congress has established an excellent educational program for qualified veterans and active duty service personnel. Because it is an educational program, professional educators should play a major role in the administration of the program.

We believe that the problems that seem to exist between the Veterans Administration and correspondence schools are due to a lack of understanding of the entire area of home study.

One last comment: we would like to extend to the ladies and gentlemen of this committee the same invitation extended to staff members of the Veterans Administration. Come visit any accredited school anywhere, anytime.

We request that the enclosed brochures entitled "National Home Study Council Business Standards," "Documents and Instructions of the Accrediting Commission," and "Directory of Accredited Home Study Schools, 1971–72," be made a part of the record.

We also wish to express our appreciation for the opportunity of presenting this statement before this committee.

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